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THE AMERICAN School Board Journal

A PERIODICAL of SCHOOL ADMINISTRATION



June 1934

THE BRUCE PUBLISHING COMPANY

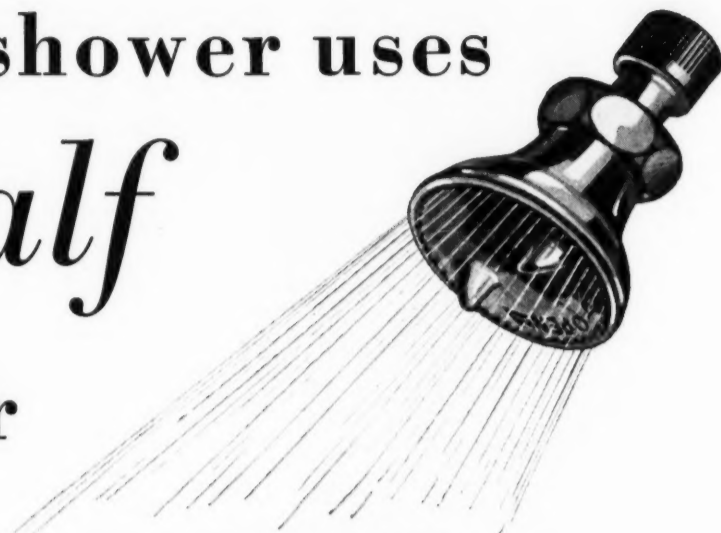
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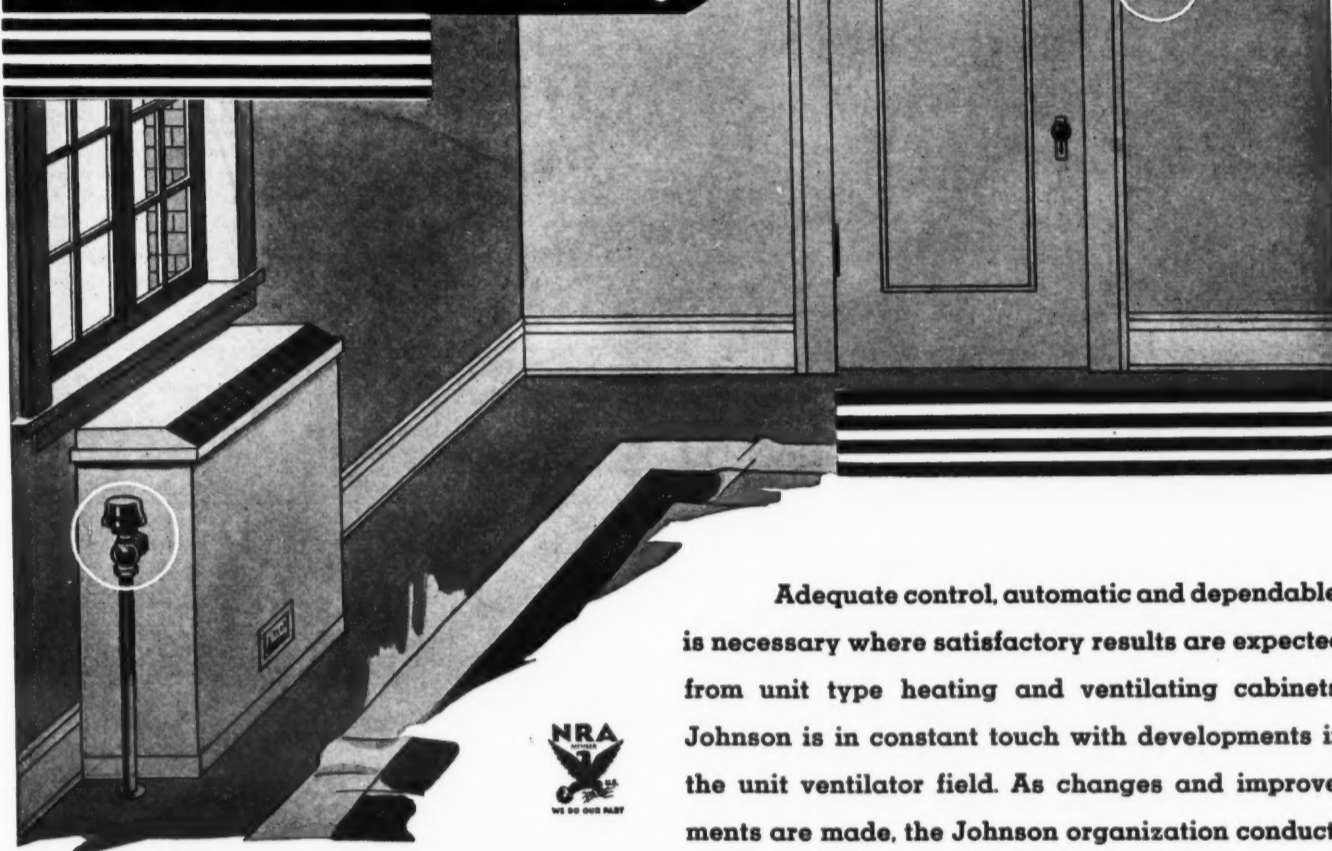
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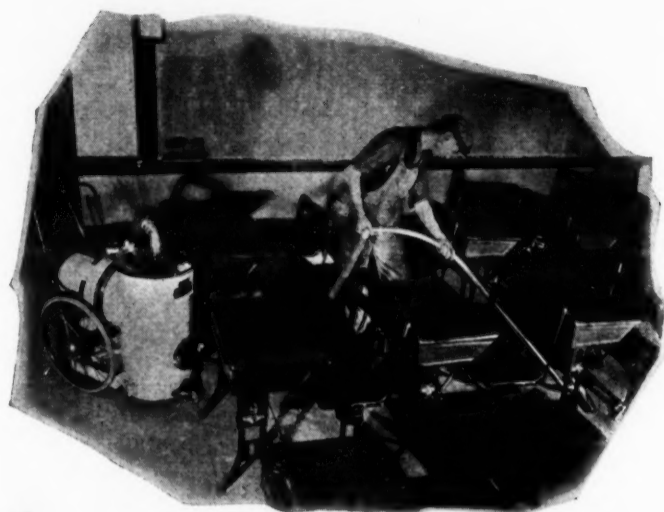


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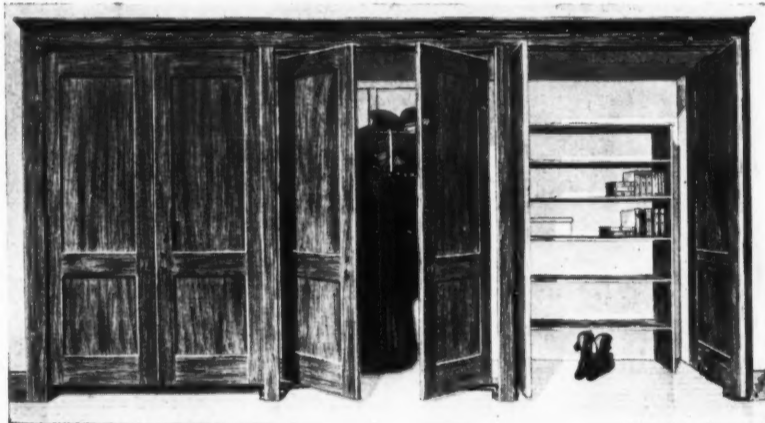


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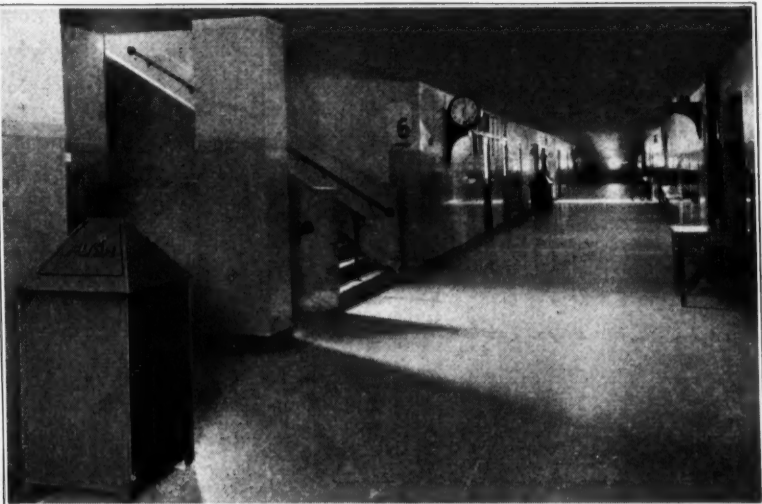
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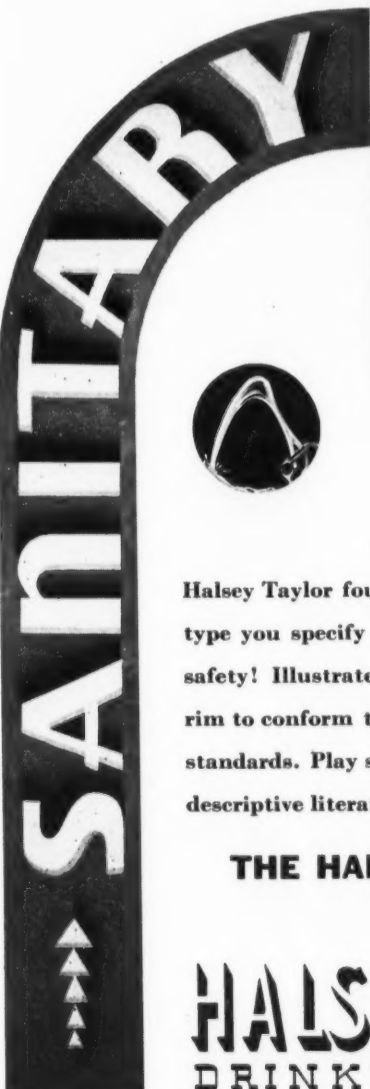
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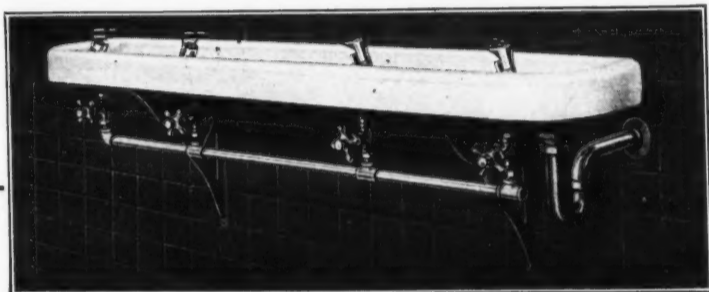
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The CODE for the School Industry



THE School Industry is GLAD to cooperate with NRA.

The Industry will support wholeheartedly the National Industrial Recovery Act as good Americans should until a better plan has been offered.

The basic code has been signed and the Industry is now operating under it.

The Supplemental Code has been presented, has had its Public Hearing, and now awaits the signature of the Administrator.

This Supplemental Code, if or when signed, becomes the law of the Industry.

This is a joint appeal both to the BUYERS and SELLERS of school merchandise to be law-abiding citizens, to conform to the law of this Industry.

The law can be enforced—it will be enforced.

However, it would be preferable to have wholehearted and voluntary observance of the law. To that end there should be 100% cooperation from the Industry. To accom-

plish that purpose there must be 100% cooperation from the Buyers of school merchandise. We eagerly solicit your cooperation and recognition of this law of the Industry.

A few examples of what will be unlawful in selling when the code has been signed:

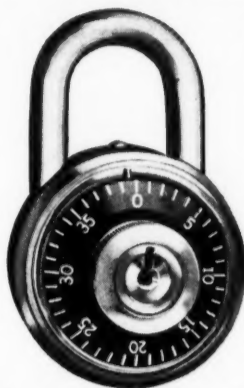
1. Selling goods below cost.
2. Shipment of goods which do not conform to samples.
3. Making fictitious or blind bids or attempting through connivance to have all bids rejected.
4. Submitting bids where quantities are not specified.
5. Offering prizes or gifts in connection with a sale.
6. Bidding a lump sum for a group of items where individual prices are not given.
7. Making quotations or bids that are not in conformity with the terms of sale, trade practices and differentials of the Supplemental Code.
8. Employment of subterfuge directly or indirectly to avoid or attempt to avoid the provisions of the Supplemental Code or the Basic Code, or the purposes or intent of the National Industrial Recovery Act.

National School Supplies & Equipment Association

176 West Adams Street.

Chicago, Illinois

Save Supervision Time With ROCKFORD MASTER KEYED « « COMBINATION LOCKS » »



No. 264 Master Keyed self-locking type Shackle Lock. Has black and white rotating dial. Heavy 5/16" chromium plated shackle. Dial cannot be turned when lock is open.

For ease and convenience of administration the two Rockford Locks shown here have been master keyed.

The Paracentric Key provides utmost security and guards against unauthorized duplication of the Master Key.

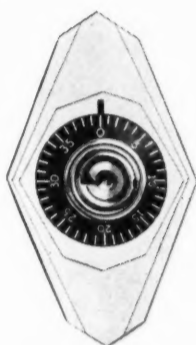
Students operate these locks by combination, while school officials can gain immediate access by use of the Master Key.

These locks can be master keyed in series with other Rockford Laboratory and Vocational Equipment Locks.

A set of forms which simplify office routine are furnished with each Rockford Lock installation.

Illustrations are two-thirds actual size. Write for further information.

No. 267 Master Keyed self-locking Locker Lock. Has latest developments in combination and latching features. Operates directly on the spring latching device. Closing the door locks the lock and spins the dial.



National Lock Co.

Rockford, Illinois

Cut MAINTENANCE COSTS $\frac{2}{3}$ with

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If your budget decrees economy where it can be practiced wisely and constructively, put a DREADNAUGHT Combination Sander to work refinishing desks, tables and other wood surfaces.

Old equipment can quickly be made to look like new with the DREADNAUGHT Sander. Any one can operate this machine—no need to employ outside help. Desks can be smoothly sanded at the rate of one every four minutes. From 300 to 3000 square feet of old varnished floors can be resurfaced in 8 hours. Inbuilt vacuum eliminates all dust. Surfaces can be varnished as soon as sanded.

Ideal for manual training classes, too. Does practically all types of sanding work—eliminates the need for expensive stationary machines.

Reduced maintenance costs will quickly repay the modest purchase price of a DREADNAUGHT Combination Sander. Use the coupon for complete information and record of school savings.



MAIL THIS COUPON!

**18 Years of
Recognized
Leadership!**

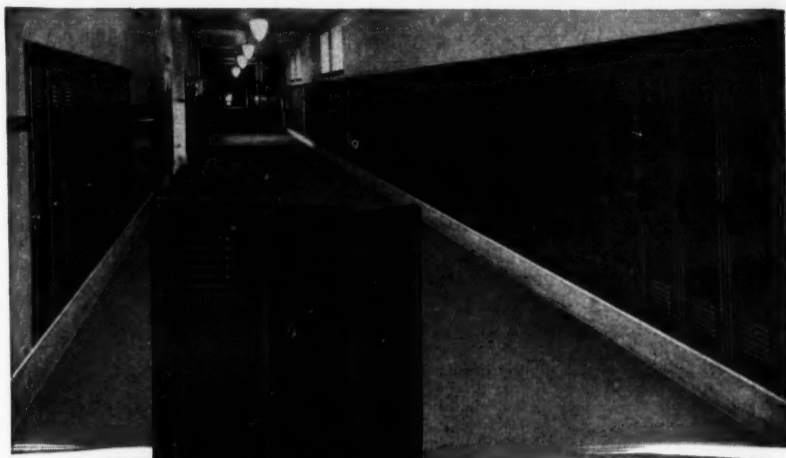
Dreadnaught Sanders
Dept. S-634, Muskegon, Mich.

Send complete details of your Dreadnaught Combination Sander and what it can do for us.

Name.....

Address.....

City..... State.....



At Right: Berloy Single Tier Free Standing Lockers.



Above: Installation of Berloy Recessed Steel Lockers in Shaw High School, Cleveland, Ohio.

For Better Locker Installations

BUY BERLOY

EXPERIENCED Berloy engineers will help you plan an efficient and economical locker installation without charge or obligation of any kind.

Berloy Steel Lockers are built to withstand the severe service of school usage. Artistically designed and handsomely finished—they possess unusual utility, strength and rigidity. Sturdy doors are made in one piece, heavily reinforced on the inside. Rubber bumpers at top and bottom of locking bars contribute to quiet operation. And the never-failing locking device is simple, yet secure.

Berloy Lockers are made in every desirable type and size. The fact that there are more than two million in use should be ample proof of the universal satisfaction that they give.

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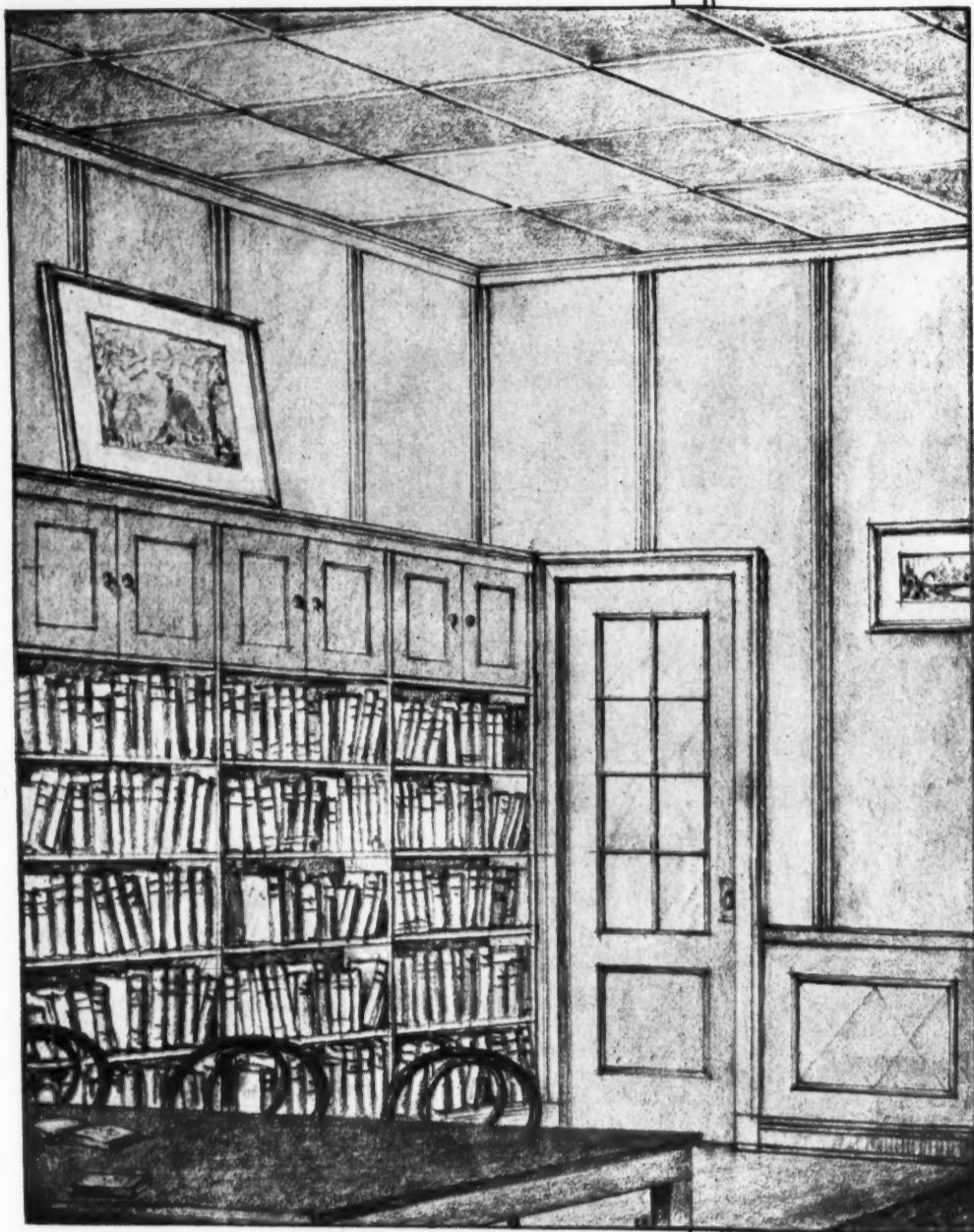
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HERE'S *Beauty* THAT WORKS!

TODAY'S schools need interior building materials that can perform *many* functions. To be truly useful, truly economical, a wall and ceiling covering must also decorate—insulate—correct faulty acoustics and hush noises. It must do all these things at *low cost*.

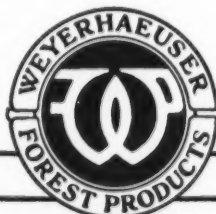
And so NU-WOOD—the wonderful, multiple-purpose material—was developed to give you the most for your school dollars. With NU-WOOD, you can forever hide shabby walls and ceilings, or build new rooms without the expense of lath and plaster. NU-WOOD makes further decoration unnecessary, for it comes in soft, harmonious colors and offers an endless variety of individual design. It provides efficient insulation. It insures *quiet* and correct acoustics.

NU-WOOD is *quickly* applied—the work can be done without interrupting school activities. You will be amazed to find how little is the cost of NU-WOOD, applied. Whether or not you are planning to modernize at present, it's worth your while to investigate NU-WOOD for the school library, classrooms, corridors and school offices. Just mail the coupon.

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THE AMERICAN School Board Journal

A Periodical of School Administration

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Federal Aid for Schoolhouse Construction

THE schoolhouse construction projects submitted by the several states to the Federal Government for aid amount at this time to \$259,012,756. This involves 2,416 projects, of which 1,230 have been approved, amounting to \$112,662,151.

This leaves 1,146 building projects, amounting to \$146,350,605, still to be approved by the Federal Government. The examination of projects will continue until all those submitted will have had attention. Thus, the assumption must be that the greater number of the projects now in hand will be approved in time to begin construction labors this year. This means that the schoolhouse construction will be reasonably active this year. Here, it should be remembered that new construction as well as repairs will be carried on in addition to the projects supported by the Federal Government.

It is highly important that the school authorities throughout the United States study the problem of school plant enlargement with a timely regard for future needs. The school population will continue to grow, old structures are consistently becoming obsolete, and the process of training the youth must continue. Timely action this year will obviate embarrassments in the next.

With the problem of adequate school-housing clearly in mind, and weighed in the light of a brighter economic horizon, it becomes the imperative duty of those in responsible positions to plan at this time for the needs of a future day.

THE EDITOR



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Discontinuance—Notice of discontinuance of subscriptions must reach the Publication Office in Milwaukee, at least fifteen days before date of expiration. Notice of changes of address should

invariably include the old as well as the new address. Complaints of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

Editorial Material—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the *Education Index*. Member, Audit Bureau of Circulation and Associated Business Papers.

LET'S KEEP THE RECORDS STRAIGHT

DEPARTMENT of Commerce reports indicate that for the first three months of this year approximately half, (48% to be exact), of all heating and ventilating units selected by school authorities were manufactured by The Herman Nelson Corporation. The remaining 52% was left to be divided among all other manufacturers.

These figures we believe to be highly significant, for they show that the nation is again returning to normal thinking after a year of cheapened products and slashed prices.

Many years have passed since The Herman Nelson Corporation introduced the first really workable air-conditioning unit for schools. Its advantages over all other methods were immediately recognized. Hardly had the pioneer work of developing and establishing the new product been completed, when other manufacturers offered competing products at varying prices. This was to be expected, and yet throughout the intervening years The Herman Nelson Corporation has led the field in number of units installed, until today there are over four thousand schools equipped with Herman Nelson Air Conditioning Units.

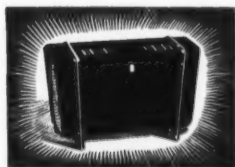
Only in 1933 when building construction was at a low ebb (and we print this fact here to keep the records straight), did the volume of unit ventilators sold by Herman Nelson fall below that of any other manufacturer. During those days of hectic buying and cheapened products, Herman Nelson was forced to choose between maintaining the high standard of their product, or lowering it to secure a higher sales volume. It is hardly necessary to mention that the former course was chosen. It was felt that in time architects and school authorities would approve this stand . . . They have!

Herman N. Nelson
PRESIDENT

THE HERMAN NELSON CORPORATION

Heating, Ventilating, and Air-Conditioning Equipment for Schools

MOLINE, ILLINOIS



THE AMERICAN School Board Journal

Volume 88, No. 6

JUNE, 1934

Subscription, \$3.00 the Year



INSEPARABLE!

Recurrent False Opinions

Harry S. Ganders, Dean of Teachers College, Syracuse University

Was there ever a time in the history of America when adults have felt as uncertain of their own future? — And what of the children? What will be their life? And where may parents turn for help in preparing youth against the uncertain days ahead? The home will do the best it knows and can to foster and protect. It cannot prepare for, nor provide occupations. The advent of adolescence soon relegates narrow, confining walls of home. Agriculture, commerce, and industry no longer bid for youth's and young men's services. Where else can parents turn but to the school?

Coming to the school with desperate hopes and accentuated needs, parents find retrenchment and curriculum curtailment. Upon many readers of the SCHOOL BOARD JOURNAL are fixed the anxious eyes of parents; and upon school-official conscience weighs the heavy heart of disillusioned youth.

All honor should go to school-board members and superintendents, who in these days of discouragement hold fast to their ideals, and faithfully discharge society's responsibilities to aspiring and expectant youth. Educational leaders who help their constituency decide for those things which are fundamental and important in the progress of the human race are writing their names with letters of light in the lives of the next and succeeding generations.

The following often-repeated false opinions and arguments are here reproduced in a conversation between a shortsighted "critic" and a school official, here designated "educational statesman." Concise rebuttals are printed here for ready reference by valiant spirits contesting for satisfactory schools on the side of distraught parents and bewildered young people.

Critic: Schools cost too much.

Educational Statesman: Yes, there are schools which cost too much; those with classes overcrowded to a point beyond which educational activity is possible, and schools where education is denied through impoverishment of equipment and supplies. Schools are also too expensive where real teachers have been supplanted by someone's "friends" whose sole qualification is the desire for a job.

Critic: Education cannot be financed in present-day America.

Educational Statesman: Why can't schools be financed? There are twice as many adults for the support of each child in the United States as there were only thirty years ago. Even in the depression years, we spent five times as much for automobiles as we did for education. There is ample wealth in our country. Statesmanship will devise ways and means for making money available.

Critic: Education in reading, writing, and arithmetic *might* be financed, but not fads and frills of handwork, music, and arts. America *should* return to the fundamentals.

Educational Statesman: Has it ever occurred to you that handwork, art, and music are much older in the racial history than reading, writing, and arithmetic? That art and music in present-day society are fundamentals of the first importance?

Critic: The trouble is we try to provide education for everybody.

Educational Statesman: In the long run, it is a good investment to provide education for your neighbor's children as well as for your own, for your son's future welfare is dependent

upon the education of his contemporaries. This is true because life is lived with and through others, a fact which none can escape. If in business, your son's success will depend upon a large patronage of people with many desires and wants; success in the professions is equally dependent upon educated clients. His social living and his security will be dependent upon others. Politically, democratic America assigns the control of your son's life into the hands of his fellows. Their votes as well as his will decide the issues. In truth, his life will be, to a considerable extent, what others please to make it.

Critic: The argument sounds convincing, but does it follow that *all* children should be kept in *school* indefinitely? Should not many be dropped out at earlier ages?

Educational Statesman: To merely drop children out of school is an all-too-simple solution to be in the least wise practicable. If sent from school, where will children go? It is all too well known that industry cannot employ them. Homes providing employment for youth have disappeared with the moving of our population from country to city. Modern farm practices and overproduction in agriculture have minimized the importance of child labor, even on farms. Where, if not in school, may children develop the powers of mind and body essential to the unequal struggle which lies ahead?

Lives such as all parents wish for their children and which are essential to your own security and well-being, do not *just happen*. Acceptable citizens are not the product of idleness on streets, alleys, and highways. Every parent knows that to produce an acceptable life requires continuous and painstaking care. A social and economic system which largely *excludes* youth from occupations and other vital activities must provide to boys and girls institutions rich in opportunity and ones which will guarantee steady, constructive development.

Critic: Yes, but aren't you overlooking the waste incurred through keeping thousands of young people in school long after they are able to profit from education?

Educational Statesman: Normal children *never* arrive at a state when the possibilities for strengthening their abilities and increasing their powers cease. The mystery of human life is that the more one learns, the more able he becomes, thereby, to learn still more. Utilization does not consume abilities. It strengthens them. The minds of children are not as empty pails to be "filled" by varying amounts of schooling, but they grow through the use of their mental powers, exactly as they become physically strong through exercise.

Critic: But you will grant that some children learn much more slowly than do others, often hindering progress of the bright.

Educational Statesman: Fortunately, educators have learned how to handle children of differing abilities either by segregation into ability groups or by adapting instruction to varying abilities in a single group.

Shall we cast out of school, at an early age, American boys and girls who happen to develop a little more slowly or who lack interest in algebra and foreign language? Shall we turn them to idleness, to vagabondage, or crime? Or shall we keep them in school, where for one third of the annual cost of keeping a criminal in prison,

SUPERINTENDENT STUDEBAKER SUCCEEDS DR. ZOOK

Dr. George F. Zook resigned his position as United States Commissioner of Education, effective July 1, 1934. John Ward Studebaker, superintendent of schools of Des Moines, Iowa, will succeed him September 1.

Dr. Zook was born at Fort Scott, Kans., April 22, 1885. He is a graduate of the University of Kansas and Cornell University. He served as instructor at the Pennsylvania State College and later became con-



DR. JOHN WARD STUDEBAKER
U. S. Commissioner of Education.

nected with the United States Treasury Department and then became the president of the University of Akron, Ohio. Last year, he became United States Commissioner of Education, succeeding John William Cooper, of California.

John Ward Studebaker is a native of Iowa, 47 years old. He began his school career as high-school principal at Guthrie Center, Iowa, was for a time connected with the elementary and high schools at Mason City, and later came to Des Moines as an assistant superintendent of schools. He served as superintendent of the Des Moines schools for the past fourteen years. In this position, he distinguished himself as a progressive educator, who brought about a number of desirable innovations. He was particularly concerned in the welfare of handicapped children.

It is understood that Dr. Zook has accepted the directorship of the American Council on Education.

Superintendent Studebaker has accepted the appointment of United States Commissioner for one year only, with the understanding that he may at the end of that time return to his former position at Des Moines. The promotion is significant in that it has been many years since a city superintendent of schools has been recognized for the high honor.

DEPARTMENT OF SUPERINTENDENCE TO ATLANTIC CITY

President Oberholtzer and the executive committee have announced that the sixty-fifth annual meeting of the Department of Superintendence will be held February 23 to 28, 1935, at Atlantic City, N. J.

Information concerning the meeting and its speakers can be obtained by writing to Mr. S. D. Shankland, executive secretary, National Education Association, 1201 Sixteenth St., N.W., Washington, D. C. Persons desiring to know about hotel accommodations should address Mr. A. S. Chenoweth, chairman housing bureau, 16 Central Pier, Atlantic City, N. J.

a youth can study handicrafts, science, social studies, art, and music, and other subjects — all of which explain his world, subjects through which teacher help youth build themselves into desirable men and women?

Critic: What is the gain if the schooling results in educating youth away from work so that when they become adults, they will be unhappy with their station and no one will wish to do the work of the world?

Educational Statesman: Distress probably will never arise from the fact that men and women have been "educated away from work." The problem will be to find work to do.

Furthermore, the farmer, the butcher, and the baker have a life to live, as well as the duty to produce wheat, meat, and bread. As a human

Educational Administration, a Growing Concept

Arvid J. Burke, Schuylerville, New York

The school administrator who has found time to study recent literature on educational administration will note a growing trend toward a concept of democratic school control. This concept, in many instances, is expounded with such fervor, sincerity, and conviction that one is led to doubt the possibility of reliance on the commonly accepted business theory of school control. In fact, he may be ready to discard it entirely, if he has been fortunate enough to have read Dr. Thayer's chapter on administration in *The Educational Frontier*.¹

It might be well, however, to weigh both concepts carefully before accepting either of them. Perhaps neither should be accepted nor rejected in its entirety; perhaps in some respects they may be in agreement. Of course, in the space available it is not hoped to make as thorough a comparison of the two as did Dr. Thayer. All that will be attempted is to summarize briefly both concepts, pointing out what is good and what is bad in each; and then outlining an acceptable compromise. The intention is to supplement rather than to duplicate what already has been written.

The Business Theory

The business theory of school administration that has dominated educational thinking for the past quarter of a century probably may be summarized as follows: (1) A small board of education elected by the people and responsible to them for the conduct of the schools; (2) this board functioning as a whole in a legislative capacity; (3) a chief executive selected by the board and responsible to it for executive functions; (4) centralized responsibility and authority in the chief executive; and (5) delegating responsibility and authority to subordinates.

This theory evolved out of the weaknesses in lay control of schools, and has tended to correct many of them. Inasmuch as its evolution has been traced so well in practically all books on school administration, it seems unnecessary to repeat it here. The point to be remembered is that the business concept is but a stage in the evolution of educational administration, probably open to criticism, and certainly susceptible of improvement.

Regarding responsibility it is sound; divided responsibility promotes inefficiency and waste, as illustrated by the very conditions out of which the concept evolved. According to those who have studied the problem, the large boards of education which had grown up under lay control were characterized by inefficiency, conflicts, shifting of responsibility, committees working independently of each other, political manipulations, factions, strife, jealousy, and incoherence. Consequently, experts recommended the business method of administration outlined in a preceding paragraph.

Without doubt that method is open to criticism. In many instances it has tended to oversimplify the educational process and to overemphasize its measurable factors. Furthermore, it often has tended to consider teachers and other employees as subordinate, not only in authority but also in ability and vision. In some cases it has been identified with genuine autocratic control in which all plans, policies, ideas, and procedures have been handed down and enforced through successive lines of authority.

Yet, the theory does not preclude the coöperative planning and carrying out of an educational program. For years progressive admin-

istrators working under it have encouraged initiative, coöperation, and participation on the part of their staffs. The fostering of faculty committees, councils, and research has been too well evidenced to need reiteration here. It is sufficient to remark that abuse of authority by certain individuals is not sufficient ground for discarding the entire business theory. For example, a small representative board has been found by experience to be more adequate than a large one.

The Democratic Theory

The democratic theory of school administration cannot be so easily summarized as the business theory, first, because the literature regarding it has not been copious, and second, because the tenets of those advancing the concept are not always in harmony. Usually its essence is staff participation in the determination of the educational program and the means for carrying it out. Often the idea is extended to include the participation of the public and the learners as well as the staff.

Its proponents seem to strike out particularly at one phase of the business theory, i.e., the concentration of authority in the chief executive. They say that such an autocratic concept is not in accord with generally accepted educational objectives. In attacking this autocratic idea they often completely overlook principles of the business theory which may be sound. These have been discussed already.

As to the need for the coöperative participation of the staff and others in the determination of the educational program and the means for carrying it out, it is sound. The educational process is becoming more and more complex and specialization is becoming more and more necessary. This very complexity demands that the administrator must secure the services of persons who know more about certain phases of the educational program than he himself knows. It also demands that many educational workers who were formerly regarded as subordinates both in position and in education be as well prepared professionally as the administrator himself. Although their technical skill may be of a different sort, their vision must be as broad as his. Staff members of this type resent being reduced to servants who must do the bidding of their master.

Nevertheless, the democratic concept if carried to an extreme is latent with possible abuses, namely: divided responsibility, inefficiency, conflicts of authority, cross purposes, and, in fact, all the objections to the free play of individualism. Until democratic methods of control are perfected and refined more than they have been in the past, certain aspects of the business theory must be retained if even the democratic ideas of participation and purposeful activity are to be made effective.

Despite the apparent inability of democratic control to take decisive action, plans and procedures arrived at through this slow coöperative method are likely to be more lasting. The staff members who have helped formulate them will take pride in making them effective. The public that has participated in their formulation will accept them and defend them instead of regarding them as fads or frills as often is true now. The learners who have participated in their formulation will find learning increasingly purposeful and self-directive.

A Sane Concept

The foregoing comparison of two apparently conflicting concepts of educational adminis-

tration suggests the following as a sane stand:

1. No concept of educational administration is final or static. This is so because educational administration depends upon educational thinking which, in turn, depends upon changing and variable concepts biological, psychological, economic, and sociological. In other words, educational administration is to be regarded as dynamic and evolving, an idea which probably is self-evident. An illustration may not be out of place: Assume that fascism is universally regarded as desirable; assume that the child is still regarded as a miniature adult; assume that people generally accept the belief that learning can best take place through punishment and fear; and assume that a simple agrarian economy is regarded as utopian. At once, needed changes in school administration ought to suggest themselves.

2. The business concept of school control is the outgrowth of weaknesses in the methods of control that preceded it, and merely represents a stage in the evolution of educational administration. If its tenets and the criticism directed against them are studied, it will be seen that most criticism is directed against that phase of it which concentrates authority in a chief executive who in some cases, though not always, has regarded himself as the source from which flows all ideas, plans, policies, and procedures which subordinates must execute. As the planning and execution of the educational program become increasingly complex and the standards of professional preparation of educational workers are raised, this almost supernatural autocrat becomes unthinkable. However, abandoning the autocratic features of the business theory does not mean that the whole theory must be discarded.

3. The democratic principle of lay, staff, and learner participation in the determination of educational ends and the means for attaining them can be accepted with certain reservations. As previously mentioned it is in accord with American educational ideals, and results obtained through it tend to be effective and lasting. Notwithstanding, in accepting it one must recognize the need for unified responsibility, leadership, organization, delegation, coöperation, coördination, and integration if its latent abuses are to be avoided. Although leadership rather than authority should be used if possible, it must be admitted that in some instances where the vision of the staff is narrow and self-centered, a certain amount of authority may be needed at times to get the coördination necessary to make even the democratic philosophy itself effective.

4. In the light of the foregoing, the functions in which the administrator must participate must be redefined. In so doing at least three major functions suggest themselves: (1) the distributive, (2) the determinative, and (3) the executive.

1. All responsibilities which pertain to (a) selecting the staff, (b) organizing the staff, (c) differentiating functions and assigning responsibilities to the staff, (d) encouraging the continuous intellectual growth and professional preparation of the staff, and (e) coördinating, unifying, or integrating the work of the staff and others in order to plan and carry out an educational program can be classified as "DISTRIBUTIVE." It is in this function that the administrator will exercise his own peculiar talents. He must be able to select the dynamic personalities needed to plan and carry out a complex educational program. He must be able

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¹Kilpatrick, W. H. (Ed.), *The Educational Frontier*, D. Appleton-Century Co., 1933, pp. 213-256.

What America Can Learn from Three European Nations in Financing Schools¹

Fletcher Harper Swift, Professor of Education, Berkeley, California

At the present moment thousands of schools in the United States are closed; tens of thousands of teachers are unemployed; hundreds of thousands of children are without schools. There is not one leading country in Europe where such conditions exist. Many reasons and factors explain this contrast so humiliating to the United States, which, despite its existing financial depression, still holds the position of the richest nation in the world. Of all discernible reasons none is more potent than the refusal of our national government to assume any financial responsibility for the establishment and current support of public elementary and secondary schools. This responsibility reserved to the states is in most commonwealths delegated to thousands of small districts so unequal in wealth and zeal for education that any approach to equality of school revenues or school offerings is impossible.

Shall the national government come to the rescue of the thousands of schools now closed? Shall the state aid private (i.e., church) schools? Should married women be allowed to teach? Should men and women having equivalent qualifications and responsibilities receive the same salaries? Should an unmarried woman, with dependents, receive more salary than a man with no dependents? It is my purpose to present as completely as possible the answers to these and other pertinent questions given by three European countries, Austria, Czechoslovakia, and France. I will first compare in a general way the distinctive features of the policies of these three countries and then detail to the extent time permits some of the most important features peculiar to the policies of each.

In France under a highly unified national system all but a relatively negligible proportion of support for educational institutions of every level is provided by the state. In Czechoslovakia as in France, teachers' qualifications, salary schedules, building standards, and all other important elements of the educational offering are fixed by national authority. National aid is extended not only to public schools, some of which are completely state created and state supported, but to schools maintained by state-chartered religious sects and societies.

Austria's Care for the Schools

Austria, unlike France and Czechoslovakia, but like the United States, is a federation. Here schools like ours are organized into state systems. Each state plays a part in educational affairs closely paralleling that played by the national government in France. Nevertheless, the federal government recognizes that she has a distinct responsibility. In the disastrous years immediately following the world war, generous federal grants were made to the states to insure the maintenance of elementary schools. With the stabilization of economic conditions, these grants were discontinued. Nevertheless, should a crisis arise which the states could not meet, there is every reason for believing that the federation would revert to her former policy of federal aid.

Austria offers no more valuable lesson to the United States than that however superior to decentralized district systems may be a group of state supported school systems, such systems will never succeed in equalizing school burdens, school revenues, and educational op-

Editor's Note—American educators are in many cases laboring under the misconception that our system of school finances is fixed and does not permit of radical change. The present paper by an international authority on school finance makes clear that many of the European nations have introduced ideas which are more democratic and safe than our present imperfect plans.

portunities. Individual states, whether in Austria or in the United States, differ so widely in financial ability that equality of educational opportunity can never be provided until the national government equalizes school revenues and school offerings.

As the result of our own present debacle in financing and maintaining schools, probably many states will consider without delay the wisdom of greatly increased state aid or of complete state support. This latter policy has already been adopted by Delaware, North Carolina, and West Virginia. Meanwhile, there has arisen an insistent demand that our federal government shall come to the rescue of our tottering school systems. In such a situation the policies of Austria are perhaps as well worthy of study as those of France and Czechoslovakia.

Financing Elementary Schools in Austria

Austrian policies of financing educational institutions and her restricted expenditures cannot be viewed intelligently apart from the outcomes of the recent war. As the result of this world holocaust, Austria lost 87 per cent of her population and her domain. No more striking evidence of her determination to turn misfortune to advantage can be cited than the educational policies which she adopted. In 1914, the city of Vienna contained 237,000 children of compulsory school age; in 1925, only 128,000, a loss of 109,000 children. When overnight Vienna might have discharged 2,000 elementary teachers and have added them to the already formidable multitude of unemployed, she determined to use this temporary surplus force as a means of inaugurating a reformed and progressive school process. She retained these two thousand teachers, decreased the size of classes by half, thus permitting greater care for individual differences and the inauguration of a system of creative education unsurpassed in any other country.

Austria is a federation of nine states and her schools are organized into nine distinct state systems. Each state pays the salaries of all teachers in public elementary schools. Communes finance school buildings and other capital outlays and pay the costs of equipment, maintenance, operations, and fixed charges. The supreme importance of the state and the negligible importance of the communes as sources of school revenues may be seen from the fact that in the year 1927-28 the states collectively paid 92 per cent of the total expenditure for elementary schools, the communes 6 per cent. Two per cent was derived from miscellaneous sources. The importance of the state is shown in its control of education. Teachers are appointed by state and not local authorities.

Like France and certain other European countries, Austria endeavors to insure the personal welfare and professional stability of teachers, as well as all other public employees. Teachers who have completed satisfactorily a proba-

tionary period and passed the necessary examination acquire permanent state tenure. State tenure carries with it automatic salary increases and supplementary allowances for dependents, for differences in costs of living, and health insurance. Whereas, many of our own states either provide no old-age pensions for teachers or pensions which are little better than a beggar's pittance, Austria even in her distress grants to retired teachers pensions equal to 70 per cent of their salaries at the time of retirement.

Elementary Schools in Czechoslovakia

Czechoslovakia has one of the most highly centralized national systems of schools to be found in Europe. The national ministry prescribes the curricula for all schools, approves textbooks, equipment and materials, appoints provincial and district inspectors and all teachers and principals in public secondary schools, vocational schools, universities, and other institutions of higher learning.

Teachers' qualifications, salary schedules, building standards and standards of material equipment are all fixed by national authority; that is, by the state. The state, moreover, guarantees the funds necessary to insure the maintenance of reasonably high national standards. It extends its aid not only to public schools but to some schools maintained by religious societies which without public aid could not maintain state school standards. It proceeds upon the theory that if the state permits private corporations to educate future citizens, the state must assume whatever degree of responsibility is necessary to insure that the children attending these private schools will have satisfactory educational opportunities.

The administration and support of schools is shared by the state, the provinces, political administrative districts, school districts, communes, and private ecclesiastical societies. Each province has its own school council and each district and each commune has its own school committee.

Elementary schools are of two types, the Volksschule, the basic primary schools, and the Bürgerschule, a higher three-year primary school. These schools may be coeducational or limited to one sex and may be either public or private. The Bürgerschulen are generally found only in larger communities and are open only to children who have completed five grades of a Volksschule.

Public schools include state schools established and supported entirely by the national government and two classes of state-aided schools: first, communal schools; second, schools maintained by different religious societies or sects chartered by the state and commonly called confessional schools. Schools maintained by religious societies not chartered by the state, e.g., monastic orders, by private associations or individuals, are classified as private schools.

However widely policies of school support differ from province to province, one policy prevails universally. The state assumes whatever degree of financial responsibility may be necessary to guarantee the maintenance of schools and the maintenance of educational standards demanded by custom, law, and the authorized educational authority. In every province, the national government builds and supports completely so-called state schools.

¹Abstract of a paper read before the American Educational Research Association, Cleveland, Ohio, February 27, 1934.

In Czechoslovakia as in all countries the largest single cost is for salaries, pensions, and supplementary allowances. All public functionaries are divided for salaries, pensions, and supplementary allowances into several grades. Teachers receive the same salaries, pensions, and supplementary allowances as do other public functionaries who are members of the same grades. Elementary teachers after a period of professional training are required to undergo a three-year probationaryship. Having completed successfully his probationaryship and having passed an aptitude examination, a teacher achieves complete professional status. A teacher becomes an employee of the national government.

The national salary schedule divides elementary teachers into eleven classes with annual salaries ranging from 9,000 to 27,600 kronen. Teachers in Volksschulen are required by law to teach 28 hours a week; in Bürgerschulen, 24 hours a week, and if necessary, four hours additional in a continuation school or in a school for adults. Any excess service is paid for according to a state schedule.

The most important supplementary allowances available to school functionaries include allowances for administrative duties, for living expenses when transferred from one school to another, for teaching special subjects, residence allowances and family allowances.

Residence Allowances. Recognizing that the cost of living increases as the size of the community increases, Czechoslovakia divides communities into four classes. Every elementary-school functionary receives in addition to his basic salary, a residence allowance granted to compensate for differences in the cost of living.

To assist them in rearing dependent children, whether their own offspring or children by adoption, male teachers receive an annual family allowance of Kc. 1,800 for one child and Kc. 3,000 for two or more children. A female-teacher receives no allowance for children otherwise provided. This provision obviously excludes married women whose husbands have a sufficient income from receiving allowances for dependent children.

French Policies of Financing Elementary Schools

In view of the calamity that has overtaken public schools in the United States and the insistent and growing demand that the federal government shall come to the rescue, there is perhaps no European country whose policies are more suggestive than those of our sister republic, France. In the beginning, France, like the United States, placed the responsibility of establishing and supporting elementary schools upon small local districts, the communes. A recognition of the unsatisfactory results of this policy finally led the national government to suppress local taxes, substitute national taxes, and assume the responsibility for the payment of the salaries of teachers and all other elementary-school functionaries. Teachers not only of elementary schools, but of all public educational institutions are paid by the national government in accordance with national schedules. The state also maintains a national pension system and provides generous subventions for school buildings and certain minor costs.

Financing Building Costs. The financial responsibility for erecting elementary school buildings rests with the communes. Nevertheless, the national government provides subventions bearing from 30 to 90 per cent of the total cost. The proportion paid by the state is determined on the basis of the assessed valuation, the rate of the school-building tax levied by the commune, the number of taxpayers, and the proceeds of the tax. Plans and specifications for all building operations for which a commune seeks subventions must be approved by the Na-



WHEN THE CITIES AGAIN HAVE MONEY TO SPEND ON STATUES

—Toledo, Ohio, Bee.

tional Ministry of Education. State subventions are paid only upon the submission of vouchers for completed work. Eighty per cent of the subvention may be paid while the work is in progress, the balance when it is completed.

No European policy of public finance is more challenging to American conceptions and practices than that of augmenting salaries by supplementary allowances (Fr. *indemnités*) designed to cover a great variety of costs resulting from professional, social, or personal factors peculiar to the life and social situation of the individual employee. Fears are frequently expressed in the United States as to the danger of heartless mechanistic handling of human beings, were a highly centralized state or national school.

In France, the state seeks to encourage the perpetuation of family life. Teachers, as well as other public employees, receive in addition to their salaries grants for immediate offspring, adopted children, brothers, sisters, nephews, and nieces dependent upon them. The allowance increases with each successive child up to the fourth and then remains constant. This allowance is continued until a child reaches at least 16 years of age. It is continued up to 18 years of age for an apprenticed child and up to 21 years of age for a child who continues his studies, even by correspondence courses.

Each commune is required to provide suitable living quarters for every elementary teacher and every probationer, or else a rent allowance. The requirements of suitable living quarters are carefully specified by law.

A teacher suffering from an ordinary illness has the right of a leave of absence on full pay for three months. Teachers suffering from tuberculosis or mental disorders may be granted leave for three years on full salary, followed by two years on half salary.

In spite of certain recognized defects, the French national system has many advantages over our own 48 states' systems. Educational inequalities which here constitute a national disgrace are unknown in France. Schools are never closed. It is well known that they were continued even on the firing line in the world war. Children in remote rural communities are frequently taught by teachers having the highest professional qualifications and belonging to the highest salaried class. The pleasant living conditions and social security insured to teachers make them satisfied to remain in the same commune year after year, where they become identified with its social and economic as well as the classroom problems. The salaries of all public employees, including teachers, have the first claim in the national budget. Consequently,

teachers' salaries are never withheld nor reduced as the result of local niggardliness, hysteria, or incapacity to pay. It may be urged that salaries of elementary teachers in France are low in comparison with those paid in our more prosperous states — when they are paid. We do not find in France large numbers of elementary teachers who drive their own automobiles, wear expensive garments, and spend occasional vacations traveling in foreign countries. On the other hand, we do not find in France, as we do in America, thousands of elementary teachers employed at starvation wages at less than six months and many of whom work during the remainder of the year as clerks in stores and shops, as waitresses in hotels or at some other occupation entirely outside of their profession. A national system which provides every child regardless of where he lives with a thoroughly trained teacher and assures each teacher of employment, a definite wage, comfortable lodgings, a recognized social status, care in times of sickness and a pension of old age, has numerous advantages over the 48 unstable, fluctuating, and inadequate systems of support prevailing in the United States.

PUBLICITY IN THE SMALL SCHOOL

Without a doubt, the subject of publicity is assuming a position of paramount importance in school administration. Boards of education and superintendents are recognizing the fact to the furtherance of education in greatly increasing numbers.

The administrator in the small school must recognize the accepted principles of publicity work and direct his energies accordingly if an impression is to be made. The matter of continual publicity must be always in mind, and always actively administered. A background of appreciation of the achievements of modern education, and the earnest efforts of the school to carry these out, cannot be impressed upon even a generously minded public in a day. Months and years of such efforts to tell the school's story to the community in a serious, whole-hearted manner, a manner which may be reasonably expected to gain coöperation, will be required in the small school center just as surely as it will in the larger school centers. Such efforts must not be of a nature to tire and perhaps antagonize the public, or to give the impression that a piece of "slick" work is being attempted by the administrator. The professional leader in education will have no trouble in avoiding those difficulties.

The means for carrying on such an important project are unfortunately limited in most cases. In fact, the more deserving and serious the need, the less probable that means will apparently be available. A few which have been tried successfully may well be mentioned. Possibly one of the most outstanding is the annual report of the superintendent. Many superintendents compile a more or less technical report for the use of the board of education. The report suggested, however, is nontechnical, and is for the use of the interested public. Every home should contain a copy. Let it contain the story of the school, with sections on the course of study, instruction and child progress, the teaching staff, enrollment and attendance, school finances, school plant and equipment, and any others which may be considered necessary to include everything of importance. Attractively worded headings for all sections will add much to the interest of the report and detract in no way from its value. Such a report may be printed or mimeographed, as local conditions decide.

Other means which often arise include parent-teacher association meetings, meetings of social and civic groups, commercial clubs, and many others of a similar nature. No such opportunity to carry a message to the community should ever be neglected. The school newspaper may serve indirectly as a practical agent for publicity, and the "school notes" column in the local daily or semi-weekly may function equally well. In many instances, the editors of local papers have furnished considerable space for furtherance of the publicity project. Dodgers, letters to parents, school programs, school visiting days—all of these and

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Mr. Horben of Lordene

Brooke W. Hills

FOR a long time I have been wanting to set down in some place a few of the reasons why I shall always consider Mr. H. R. Horben the best and wisest President of a Board of Education I have ever known. My choice is deliberately made and with the full knowledge that I have been fortunately associated several times with other finely qualified men.

There is much that may be said for the conscientious chief executive of a school board. Merely on account of his position, too often much has been said against him. Frequently, in these later days, I have wondered to myself just what an experienced school administrator might do were conditions reversed,—that instead of being out on the firing-line in that peculiar groove which schoolmen walk, he might suddenly be translated to the place held by the man at the other end of the board table. I am not so sure that any of us would find his seat any softer in these parlous days of school finance than that which we occupy ourselves. At least, we are being paid for our trouble, some of us, while the other fellow is taking it on the chin at his own expense.

I do not believe that Mr. Horben, no matter how carefully I might disguise his identity, would have thanked me at any time for bringing forward some of these qualities which characterized his attitude in his many years on the Lordene Board of Education. On the contrary, knowing him as I did, I am pretty sure this exacting, matter of fact, outspoken, successful business man, would have been surprised beyond all expression to realize that the very young man whom he supported patiently and kindly through all his first years as a superintendent, looks back upon him now as the one man above all others who helped him get on his feet. Many times I have wanted to tell him these things. . . . It does not seem so long ago, back to the time of Mr. Horben. Back to the time when the last words of the head master of a certain private school, well meant though they were, brought every bit of my cup of indignation boiling to the surface.

"I don't care what you say! I've put twenty-two of your seniors through their College Board examinations in English, and that one failure was not my fault. You tell me I've made good, and yet you next tell me to put off being married a year, that you'll be willing then to have a married man on your faculty. I don't want your \$300 raise. I'm through, I tell you, through this minute. Get somebody else!"

And to his still pleasant, "You may not find it so easy to secure another position, Mr. Hills," I flung back angrily as I reached the door,

"That's my worry, not your's!"

It was my worry. Our wedding invitations ready to be mailed, and I, with but one year of teaching experience behind me, out of a job. I thought of her winter on the Nile, given up on my account. "Rash talk for a young man, this throwing up a good position without another in sight," he had said. . . . I must get located in a hurry.

Luck was with me. I did. And I stayed in this next place ten years. Long enough to make good; long enough to grow up a bit and to go back and square myself with that Head Master for the many rude things I had said to him in my anger; long enough to qualify for a better position.

LONG enough to become thoroughly well acquainted with Mr. H. R. Horben.

Judge Thomas Gesson was another member of the same school board. I knew him, too.

. . . I didn't get into Lordene at once. The fact is, I applied in two other places before I ever heard of Lordene. In my first try I landed second in a field of sixty. I think I might have finished first, had I not told the truth when I was asked point-blank at the final show-down,

"If we elect you, Mr. Hills, how long will you be willing to stay?"

And having spent the better part of an afternoon in walking around the place, looking it over and wondering just how a bride might like to start housekeeping in this dingy river settlement, I replied, honestly enough,

"A year, anyway."

The other fellow painted a glowing word picture of the beauties of the town, the progressiveness of its citizenry, the pleasure it would

give him to work with such a representative board of education,—and walked in, an easy winner.

I have said I was young.

On the second try I was offered the principalship of a town sprawled all over the map, torn apart by two factions, each unwilling to abandon generations old traditions of mutual hate. It seemed to me that it might be rather difficult to reconcile such an element as "The Nabobs" with the other faction, pleasantly called "The Rum Gang" by their tony neighbors across the tracks. Much as I wanted to get my affairs settled, I had no desire whatever to try to qualify for membership in either aggregation. With a sigh I turned my back on this opportunity, such as it was; and then,

ALONG came Lordene. Some bookman told me of the opening; said it was a nice place; said he thought I could get the job. It was near the city. "Almost entirely residential; everybody living there is a commuter."

Mr. Horben thought I might do in spite of my youth; Judge Gesson favored my candidacy simply because he had several business friends who spoke well of my family. The rest of the board went along with them, probably because they were sick and tired of interviewing other candidates and thought it was about time someone was chosen. If there were any other circumstances which were real factors in deciding the issue in my favor, to this day I do not know what they were.

Lordene was our's. We had a church wedding, and the home paper the next day identified Mr. Brooke W. Hills as "the superintendent of the public schools of Lordene." It looked well in print, and I mailed a copy to my late Head Master. Which is probably what any other twenty-four year old boy would do under similar circumstances.

It's nice to be young — and lucky!

. . . Judge Gesson invited us to dinner at his home. I was anxious for him to meet my wife, and I was equally anxious for her to see what a good friend I had already made of him. It seemed to me we had a most enjoyable evening. The Judge was very jokeful, and I was glad to see how very pleasant he was to Mrs. Hills. But on our way home,

"I told you Judge Gesson would be a good friend for us to know, but I must say Mr. Horben wasn't half as cordial when I introduced him to you the other day in the office."

Said my wife, "I like Mr. Horben, but if I were you, I wouldn't trust this other man very far."

"Why," said I somewhat indignant. "Why, no one could possibly have been any nicer to you."

"That's just the trouble," replied the Mrs. Hills of two months' standing. "He was altogether too nice to me."

With this rather puzzling remark she changed the conversation and I couldn't get another word of explanation. Later on I remembered this circumstance, along with one of the Judge's offhand statements during our after-dinner coffee,

"Horben? Oh, yes; he is a good fellow, you know, but we don't look at many things the same way."

Which was perfectly true. They didn't.

. . . A few weeks after the fall term had opened, one of my former associates, in the private school I have mentioned spent a Sunday with us. Naturally, I was anxious to show him the school; I wanted him to go back and tell the others what a good job I had secured in spite of the dire predictions of the Head Master.

Together we admired the fine front of the building; he exclaimed at the quiet dignity of the auditorium; he noted with interest the outer office, where, as I pointed out in nonchalant manner, "my secretary met visitors." But he burst into a roar of laughter as he glanced at the blackboard in the first classroom we entered. For there, scrawled in letters a foot high, was a bunch of silly schoolboy witticism, left on a board I knew had been washed clean the previous afternoon. And thrown carelessly around the room and littering the tops of desks were pieces of cake mixed with cigarette stubs.

"Quite a school, Hills," was his dry comment.

QUITE a school, indeed, I thought to myself when three senior boys walked into my office the next morning, and told me they were responsible for what had happened; that they had

entered the building by taking out a cellar screen. Quite a school where students blandly admitted a fault and asked what I proposed to do about it. And quite a school where the ring-leader coolly remarked "he guessed there wouldn't be any trouble, since his uncle was Judge Gesson of the school board."

They strutted out of the office leaving me to think it over. I did this little thing. Through the medium of a few judicious inquiries made among a number of members of the faculty who had been on the scene in previous years, I learned that the young gentleman was quite correct when he inferred he had a good friend at court in the person of Judge Gesson. Two or three of my predecessors had been singularly unsuccessful in their attempts to exercise their own authority. One teacher told me "he was sorry trouble had started so soon." I heard another observe in a smothered whisper to one of the Latin teachers, "Isn't it a shame? They say Mrs. Hills is just as nice as she can be." Just about then I stepped into the office and told Mr. Horben over the telephone I was extremely anxious to have a special Board meeting at once. He promptly agreed.

After the roll-call that evening I told the story of our experiences the previous day when we had visited the building; I laid a good deal of emphasis on the bad impression our caller had formed of the children in the school. Before I could say another word, Judge Gesson sprang to his feet, loud in his denunciations.

"Just let me get those fellows in my court!" he exclaimed. "I'll soon show them what the law has to say about this."

The others all joined in the general clamor, all except Mr. Horben. I thought I saw a suspicious gleam in his eye.

"Do you know who they are?" he quietly asked.

"I do," said I. Without mentioning any names I related my encounter with the trio in my office that morning. I didn't have a chance to mention their names for the Judge again interrupted.

"He had the nerve to say that to you, to *you*, the superintendent of this school?" he demanded. "Who is he? What's his name? I'll fix him!"

Then I broke the news.

Followed a loud silence. The members of the Board glanced uneasily at each other. A curious look came over the Judge's face as he stared at me.

"Why, I can't believe this," he ejaculated. "Why, why this puts an entirely different light on affairs."

Right then Mr. Horben went off on a private explosion of his own.

"No, it doesn't!" he exclaimed. "What's fair for one man's son is fair for another. I'll entertain a motion right now that the superintendent be authorized to settle this affair as he deems best. It's about time this school was run by the teachers, not by an organized clique."

The affair was settled in assembly the next morning. Although there was not a youngster present who didn't know the whole story, I related the circumstances as fairly as I could, and the three culprits were then invited to stand for sentence. I suppose they expected a tremendous calling-down, followed by a good long suspension. Instead . . . I debarred them from basketball for a week. And since basketball was about two months away, one of the three replied in the utmost surprise,

"Why, Mr. Hills, basketball hasn't begun yet."

"I know that," I replied. "And that's why I have chosen this particular punishment. Figure it for yourselves."

They did. I guess the rest of the school, also, spent some time on the same computation. I never had any other trouble with these boys.

It was the Judge who had told me that he and Mr. Horben didn't look at many things the same way. This was one of the times.

I began to think I was going to like Mr. Horben.

IN EVERY community, I suppose, there is that curious type of individual who enjoys seeing his name featured in the local papers in connection with meetings of the "Borough Solons," the "Education Fathers," and similar other organizations. Lordene was not a unique town in this respect. From time to time, especially if there happened to be a good gallery present, one or two of the members were wont to take the floor during that period reserved for "New Business," and set forth their opinions in carefully prepared, wholly extemporaneous speeches.

Now, if there was any one thing that characterized Mr. Horben in his conduct of meetings, it was his fixed belief that the business of the board should be taken up in a businesslike way. I noticed rapidly growing signs of impatience on his part; in fact, on one occasion, when several of the local orators kept the other members of the board

waiting a half hour or so to secure a quorum, he observed,

"Gentlemen, this is not a country club where people may drop in when they feel like it. Hereafter, these meetings will begin on time."

Following his reflection as chairman, he announced a new policy.

Briefly it amounted to this: All committees were required to submit their reports in writing to the other members three days before the date of the meeting. All reports and recommendations from the superintendent were to be transmitted in the same way, together with the monthly financial statement from the business manager. He directed the board secretary to supply each member with a copy of the minutes within a week after the meeting, — this, to make the business transacted a matter of record, before motions made and decisions reached had been forgotten. To finish the job, he requested that all items of new business should be submitted in writing under the head of "Communications Received."

Thereafter our sessions which had ordinarily lasted until after midnight were generally completed in an hour. Reactions among those interested were somewhat varied. One such group, the reporters of the local papers, was enthusiastically opposed to the change, complaining that "they missed the fun they used to get out of the meetings, since this new idea didn't give much chance for scraps."

When this was called to Mr. Horben's attention, he tersely replied that it was just too bad. The energy with which this sentiment was delivered put a sudden end to any further comments. Mr. Horben had a habit of saying exactly what he thought; one always knew where he stood. This habit, I have always thought, was one of his most valuable characteristics.

. . . I have said that Mr. Horben was exacting. He was. Yet the fact that he was exacting, that he knew what he wanted, and tried to get his policies and wishes across, in no way lessened the regard of his associates. They might not agree with him, but he was always willing to listen to the other fellow, and if beaten on a vote, he took it good-naturedly. His decisions, too, were not based on reports or community gossip but on personal observation, and he insisted this policy of supervision should be carried out in the operation of the school.

Soon enough I found this out. Inexperienced as I was, I had the idea at first that laying out work, receiving the reports of teachers, ordering supplies, handling unusual cases of discipline, — in short, everything but getting out of the office and into the classroom, was the real job of the superintendent. Mr. Horben, experienced business man, had the idea, that, having told people what to do, it was a pretty good plan to go around and find if it was being done. There is considerable difference between looking over and overlooking, and this was suggested to me in Mr. Horben's own peculiar way.

SCHOOL sessions began at nine o'clock. The teachers were expected to arrive a half hour earlier, and I timed my own arrival to coincide with theirs.

I soon learned that our board president was in the habit of visiting the school regularly once a week. Yet one never knew just what day he might be expected. Several times during the first two or three months I found him waiting in the office for my arrival. He made no comment, but it occurred to me it might be a little less embarrassing if he found me waiting, instead. Somehow, it made me feel a good deal more comfortable to walk out of my office at eight o'clock and say, "Good morning, Mr. Horben," than to have him walk out of my office, instead, and say, "Good morning, Mr. Hills." Pushing my own time a half hour ahead made this difference; I noticed, too, that tardiness among the teachers became almost negligible.

Almost always his visits were concluded with a walk around the building. First one room and then another. In all the time I accompanied him on these trips, I do not recall a single occasion when he paid any attention to the teaching. Instruction, he thought, was something that should be left to trained teachers. Nor did he ever permit himself to be shoved forward on the platform at the time of an assembly along with the usual neat little speech of the superintendent, beginning, "Young people, this morning we are honored with the presence of," etc. In this respect he differed a lot from some board members I have met. The expression, "It's just a coincidence I happened to be in the building this morning when your superintendent was holding an assembly," was not included in the vocabulary of Mr. H. R. Horben. He saw to it personally that these coincidences did not occur.

Instruction he left to the people who were supposed to know what they were doing. But he did pay plenty of attention to the care of the buildings and grounds. If the window shades were not at the

same level, if there were evidences of desks that were being scratched or coming loose from the floor, if there was any undue accumulation of rubbish in the engine-room, if the janitors had neglected to clear the barberry hedges from leaves,—these, and a thousand other things he seemed to notice at a glance. Yet he never said a word; he just paused, looked at the troublesome spot for a second, shook his head and kept on going. I assure you, the next time he came that particular place was in order.

Query: Is it good business for members of a school board to keep an eye on the property intrusted to their charge, rather than to delegate all this responsibility to a superintendent or a business manager?

Answer: It is.

Mr. Horben was exacting, very much so. But he kept all of us on our toes. It wasn't half so much what he said, as what he didn't say, that taught me to inspect a building for its housekeeping and upkeep as a part of the regular scheme of supervision. He taught me what to look for, myself: We learned from him that a house once put in order won't stay that way unless given regular, systematic, inspection. . . . In the handling of teachers I have frequently observed that many board members are of that type who know the teachers and are friendly with them, but who have the great good sense to discourage petty gossip. They avoid the bearing of tales poured into a too ready ear, seven o'clock of evenings; the airing of grievances, real or fancied. They retain the confidence of the superintendent and the respect of teachers, simply by refusing to become too friendly.

Frequently there is their opposite. Very often it happens that pressure of various descriptions is brought to bear on board members, particularly when first chosen for office, by individuals or certain elements in a community. Fortunate indeed is he who has the wisdom—and sometimes, the sand—to investigate for himself, to form his own opinions, rather than to incline a credulous ear to all the stories, scandalous and otherwise, that the professional mischief-maker delights to circulate. Listen politely, if you have to,—but use your own judgment!

THEN, there is the other very occasional type of board member illustrated by the following incident, an occurrence which had nothing whatever to do with Mr. Horben.

One of our good-looking teachers came to me in a disgusted way.

"Mr. Hills, what kind of a man is this Judge Gesson?"

"Why?" I asked in considerable surprise.

She turned red, hesitated, and then,

"You probably know that I am taking work at the university; two or three afternoons a week I come out on the six o'clock train. Almost every time, lately, he comes wandering along the aisle; and if he sees me, he sits down and begins talking about the other teachers. He will ask if I think Miss Blank is really a good teacher, and if Mr. Smith isn't pretty hard on the boys, and if that pretty little Ruth Jones isn't just a trifle more friendly with the boys' physical director than is right for a high-school girl. And then he starts getting confidential, and will ask me if I am satisfied with my room, and if I don't have too large a class, and if there is ever anything on my mind to let him know, and all that sort of thing. It just makes me mad!"

"The old fool!" This, over her shoulder as she fled from the office.

MOST boards of education, I suppose, operate their own business and the conduct of the schools through codes of rules and regulations which they have organized. I have yet to see a board able to function correctly which has not made this provision. Such a manual had never been worked out in Lordene, and the board willingly authorized me to prepare this material, once I had brought the matter to their attention.

Judge Gesson was of great help in getting this ready. He made suggestions covering many points which had not occurred to me, and we had several very interesting conferences. Practically all these ideas he brought out had to do with the discipline of children.

"Let them know what's going to happen if they start something," said he. "Put it right down in black and white, and give them copies."

By the time the code was ready to report it seemed to me to be quite complete, although almost every day I'd find something new to include. Still, new rules could be provided at any time. With considerable pride in my effort, I took it to Mr. Horben for his reading before presentation to the board. After a hasty glance, he shoved the papers in his pocket, said he would go over them on the train, and asked me to drop in on him that evening.

I dropped in, all right enough, but inside the next five minutes I would willingly have dropped out. The first few pages describing the organization and set-up of the board and its committees were marked "O.K.," with the exception of a few penciled notes. But the rest,—there, in front of my hurt, astonished eyes, was paragraph after paragraph, slashed with red ink. Weeks of real work, labeled useless in an hour's time. Mortified, indignant, I looked up.

"Just so, Mr. Hills," came the quiet voice of Mr. Horben.

"But why?" I stammered. "Nothing could be more definite."

"That's just the trouble," was his quick reply. "These rules *are* definite, altogether too definite."

And more kindly,

"Mr. Hills, I'm afraid I spoiled your copy this morning more quickly than you deserve. I realize perfectly the time and effort you have spent in getting this material ready. Yet, I cannot go along with you in this summary."

"Your trouble is right here: in these regulations you propose, you forget the human equation. You forget that to many, a list of laws and penalties, whether set up in a state or school, act merely as a challenge. To the average boy or girl the exhibition of school rules seems like a chip on the teacher's shoulder. Again, you leave no loopholes for your own protection, in that you give yourself no leeway for the unusual case; every rule has a *must* penalty, rather than a *may* penalty. Your regulations are negative rather than positive, for they consist of a series of 'don'ts' rather than a series of 'do's.' You can see you have left no opportunity for the development of self-responsibility."

I hadn't thought of all this! Have you?

Hearing a distinct chuckle, I glanced up.

"Other than this, these rules are all right!"

I burst out laughing, my vexation swept away by the remark.

"Give me the darned old things," I said.

"All right," he replied with a twinkle in his eye. "By the way, here's a rule you might consider for adoption in the school; that is, if you think it will work."

When I reached home I glanced at the piece of paper he had thrust into my hand. I still have it. Here it is:

"This is your school. Its fortunes, good or bad, are entirely up to you. Try to make it your sincere ideal to treat everyone and everything connected with it in the same way you would like to be treated yourself. This is the first and great commandment, and all others are exactly the same."

I AM absolutely positive there is a similar idea, although expressed in other words, in another book of rules which has a whole lot to say about certain standards of conduct. Probably you have come across the same thought, you board member, in your own business relations. May I point out to you, in passing, that these suggestions were originally made by a Teacher. They have always worked very well,—when given a decent chance.

For the information of anyone who may be interested, I am glad to report that Mr. Horben's adaptation was tried out at Lordene, and the results were very satisfactory.

. . . About three years after I started work in this town, and shortly after I had been given and had accepted a contract with a salary adjustment satisfactory to myself, out of a clear sky I was offered a superintendency in another state at a decidedly higher salary. It looked good to me. I went around to see Mr. Horben and showed him the letter, expecting an expression of regret on his part, and a reluctant release. Instead,

"Mr. Hills, I'm going to tell you something. As you know, you came here with little if any experience. Your work with us has been steadily improving, yet you have a lot to learn. That we are willing to have you learn, in a sense at our expense, is entirely our own affair; your new contract shows our belief in your ability to come through. We have accepted you on your own terms, and you have accepted us. We have kept and expect to keep on keeping our share of the bargain with you."

"Now, suppose it were the other way around. Suppose, after we had contracted with you, we ran across a better man and asked you to give up your job with us, simply because we might be better off with him. Would you call that fair treatment? You know you wouldn't. Mr. Hills, there's one thing every successful business man knows—in business, a man's word is as good as his bond. Business can't be done on any other basis."

An Unsolved Guidance Problem

William T. Miller, Roslindale, Massachusetts

Guidance, in one form or another, has become practically a constant in all secondary-school curricula. Vocational or educational guidance has a simple enough objective: to enable young people to appraise their own abilities, desires, and characteristics; to examine the requirements, difficulties, and possibilities of various occupations; and to attempt to adjust themselves to some particular occupation and to prepare adequately and successfully for it.

The secondary school is the natural and appropriate place for such guidance; for the obvious reason that one essential characteristic of the secondary school is its differentiation of courses. In our large cities we have some specialized high schools with a single type of curriculum; but such schools are only parts of a city-wide system of differentiated curricula. Even in large cities, the general high school usually has a variety of specialized courses, leading to rather definitely particularized vocational destinations.

Some very efficient work is done in this high-school guidance. The flexibility of curricula is such that students who find under guidance that they are in the wrong course may readily change to another which offers more chance of success. But there is one place where the problem of guidance is acute, and where it seems to be farthest from solution. We refer to the first year of the junior high school, where secondary work now so generally begins.

The junior high school is properly classed as a secondary school, for one of its features is the differentiation of courses and the beginning of specialized work. The proper placing of pupils in these specialized curricula is a problem of guidance which offers the junior-high-school administrator at present considerable difficulty. In order to visualize some of its difficulty, we may examine certain phases of the problem.

What of Differentiation?

Junior high schools, of course, differ very widely in their detailed organization; but there are certain patterns which are more or less closely followed. Thus, for example, the commonest grade combination is that of 7-8-9. Again, there are usually three types of courses offered: an academic or college-preparatory course, a general or commercial course, and a practical or industrial course. These courses may be variously named, and may vary in their content; but the general pattern follows a three-fold division. The academic group usually begins the study of a foreign language in Grade 7, the industrial group emphasizes shop or domestic-arts work, and the general group does neither, but is more traditional in its offerings. It is precisely in these differentiated courses that the guidance problem centers. For the pupils must be placed in one course or another, and to do that intelligently requires guidance which is not always easy to supply.

Many junior high schools do not differentiate their courses in Grade 7, but defer this action until Grade 8. By doing this they are able to study the pupils through the first year and to attempt the guidance needed to make a wise choice of courses in Grade 8. This is probably the best procedure followed at present. It still leaves the problem of the guidance in Grade 7 a difficult one. Many experiments in exploratory unit courses have been tried in an effort to try out pupils in varied types of work and thereby to enable them to choose more wisely their

future course. Several very good textbooks have been produced recently to fill the need for definite vocational instruction for children at this stage of their development. In progressive junior high schools teachers have been specially assigned to the study and teaching of this type of work, and some success seems to have been attained in this method of procedure. But the guidance of these first-year junior-high-school pupils is a comparatively undeveloped art, and needs much further attention.

Where Guidance is Needed

A very large number of junior high schools begin their differentiation at the start of Grade 7, and for these schools the guidance problem is acute. For these pupils must choose their junior-high-school courses at the end of Grade 6; and the only guidance they can have must therefore come in the sixth grade. Usually they are in a different school during the sixth grade, which only complicates the problem. It is quite obvious that the elementary school must supply some guidance to these sixth-grade children; but it is just as evident that the junior high school must cooperate in this guidance and must indeed direct it. For the junior high school must supply information about its courses, and must have some policy regarding the requirements for admission to these courses. And the parents of the children have an undoubted right to participate in the solution of the problem of the educational disposal of their boys and girls. So the problem becomes a cooperative effort on the part of the elementary school, the parents, and the junior high school. Let us look at some methods used in the attempted solution of this problem.

One procedure sometimes used is the I.Q. method. This consists simply in dividing a group of children into three sections on the basis of their intelligence quotients, and then assigning the upper section to the academic course, the middle section to the general course, and the lower section to the industrial course. This plan is, of course, essentially undemocratic, since it ignores entirely the factor of individual choice. It makes the industrial-arts course the dumping ground for the unfit. It places in the academic course children who may honestly prefer some other type of work. In my opinion, it is indefensible and reactionary. Would I then eliminate the I.Q. from consideration in this problem of guidance? Not at all. But I certainly would not use it as the sole means of deciding to what course a child might be admitted.



"IT WOULD SAVE MONEY, BUT WOULD IT BE ECONOMICAL?"
—Oregonian, Portland, Ore.

Free Choice vs. Guidance

An equally indefensible method is that of free choice. This simply means that any child may enter any course, without restriction. This is democratic enough; but it is entirely unscientific. It is quite obvious that a child with an I.Q. of 75 will not succeed in the academic course. It is not so obvious that one with an I.Q. of 130 does not belong in the industrial course; but he would probably benefit far more from the more rugged intellectual exercise of the academic group. This hit-or-miss method of untrammelled free choice brings out vividly the need for guidance for these children.

What is needed for children entering the differentiated seventh grade is some form of guidance participated in by their parents, their sixth-grade teachers, and the junior-high-school advisers. Merely as an illustration, we describe here the way we attempt to solve this problem in one school system. We do not think that we have solved the problem; but we have made an attempt to do so, and the results are at least partially satisfactory.

Our junior high school begins its three types of courses in Grade 7; therefore the necessary guidance must take place in the sixth grade. We are fed by two elementary districts; hence, the sixth-grade children are entirely out of our instructional influence. Whatever guidance we can offer must consequently be done through the principals and teachers of the elementary districts, cooperating with the parents of the children concerned.

Early in the school year we explain to the sixth-grade teachers the possibilities and requirements of our seventh-grade work. These are briefly as follows:

A Five-Track Plan

1. The Academic F Course

This is a course in which the study of French is started. It is sometimes called the College Course; but it is not necessary to take this course to prepare for college. Any pupil may begin a college course at the start of Grade 9. To enter this course a pupil must have an average mark of B or better in the major work of his sixth-grade class. Major work for this grade consists of arithmetic, English, geography, and history. The reason for this B requirement is that we have found from experience that pupils with a lower grade of scholarship usually fail if admitted to the academic course. However, if any parent requests a trial for a child whose marks are below B, we consult the I.Q. standings; and if the parent insists, we usually give the pupil an opportunity to prove his ability to do the academic work. In passing, I may add that practically all children admitted to this course by this special dispensation fail to do satisfactory work, and later shift to other courses. In every case the final decision for qualified children is left with the parents. As we shall show later, they are by no means unanimous in choosing the academic course.

2. The Academic L Course

This course differs from the first course only in one respect: Latin is begun instead of French. The requirements are the same for both courses, and the same procedure is followed. Our regulations forbid pupils to begin two foreign languages the same year. Consequently a pupil desiring to study two foreign languages for college preparation is advised to take one of these two courses in Grade 7, and to begin the second language in Grade 9.

3. The General Course

This course has no foreign language, and does not emphasize shop or domestic-arts work. After finishing Grade 8 in this course, a pupil is eligible to transfer to any other type of course. It is advised for pupils who are undecided as to their vocational desires, and for those whose parents feel that they prefer to wait until later for foreign-language work. There is no limitation on entrance into this course; the only requisite is promotion from the sixth grade.

4. The Mechanic-Arts Course

This course is for boys only. It offers eight periods a week, about one fourth of the school time, in various types of shopwork. It is not a trade course, but is intended to prepare boys for the mechanic-arts high school or the trade school. We stress the idea that the course is meant for boys who have an interest in handwork or a mechanical inclination. We also make clear that the course is not intended for dull boys, and that there is no stigma of incompetency attached to membership in these classes. For this reason, no restrictions are placed on this course. Boys of any I.Q. or class standing may enter, promotion from the sixth grade being the only requirement. However, we urge parents and teachers to consider carefully the choices of any boys of high standing who elect this course. It is true that the tendency is for the boys of lowest I.Q. to gravitate to this course. The academic work of such sections is likely to be less efficient than that of more intelligent divisions. In order to prevent the slowing up of bright boys who may choose this course, we try to divide them according to ability. If possible, one division of such boys is made up entirely of high-ability pupils; and they can and do produce very high-grade work.

Especially Arranged for Girls

5. The Practical-Arts Course

This course, for girls only, devotes eight periods a week to cooking and sewing. In its demands and work it parallels the mechanic-arts course for boys. The same disposition is made of bright girls as is done with bright boys. In both these industrial courses there are frequently pupils who change to academic or commercial courses at the end of Grade 8. It should always be possible for the pupils of a junior high school to make such transfers from course to course at reasonable times. An example of this flexibility of the junior-high-school curriculum is described at length in an article by the writer in *Educational Administration and Supervision* for May, 1933.¹

In order to be certain that every parent has full information about these courses, a printed circular is sent to all such parents, with a stub for them to use in registering their choice of course. This circular is reproduced here:

WASHINGTON IRVING INTERMEDIATE SCHOOL
Roslindale, Massachusetts

To Parents of Sixth-Grade Children:

Children promoted from Grade 6 in the Longfellow and Charles Sumner Districts will be admitted to Grade 7 of the Washington Irving Intermediate School on Poplar and Florence Streets. This school offers five courses for seventh-grade children, as follows:

1. **ACADEMIC F.**, in which pupils begin the study of French in Grade 7. The other studies are the same as in the other courses. These pupils may start Latin in Grade 9. This course is limited to pupils with an average mark of "B" or better in the major subjects of their sixth-grade work. It is recommended for pupils planning to prepare for a college or professional school.

2. **ACADEMIC L.**, in which pupils begin the study of Latin in Grade 7. The other studies are the same as in the other courses, except that French is not taken until Grade 9. This course is limited to pupils with an average mark of "B" or better in the major subjects of their sixth-grade work. It is recommended for pupils planning to prepare for college or professional school.

3. **GENERAL**, in which no foreign language is started in Grade 7, but all other studies are the same as in other courses. Children may take this course in Grade 7 and 8 and begin a College Course in Grade 9, if desired. This course is recom-

¹"Curriculum Flexibility in the Junior High School," *Educational Administration and Supervision*, Vol. XIX, No. 5, pp. 347-357.



MR. WILLIAM A. TAEGE
President, Wisconsin Association of School Boards,
Wausau, Wisconsin.

The service which Mr. Taege has devoted to the subject of school administration covers a period of eighteen years. During this time, he has been a member of the Wausau board of education, and, for the past eight years, has served as its president. During his administration, a large central school, a combination of a junior high, grades, and vocational school, was built. Two other grade buildings were constructed.

Mr. Taege has acted as president of the Wisconsin Association of School Boards for several years, having recently been elected for his seventh term. His intense interest in the progress of the schools, his championship for high standards, and his untiring efforts in making the Association a serviceable agency in the field of school administration, has won for him the confidence of his associates.

mended for pupils planning to take a commercial course, or for those who are undecided.

4. **MECHANICAL ARTS**, for boys only. In this course boys have shopwork 7 periods a week, but the other subjects are the same as in all other courses, with the exception that no foreign language is taken. This course is not for dull boys, but is recommended for those with a special interest in hand work. It leads to the Mechanic Arts High School, or to the Boston Trade School. Boys entering this course in Grade 7, may change to any other course at the end of Grade 8. Since the shop facilities are limited, we reserve the right to select the boys for this course who seem best fitted for it.

5. **PRACTICAL ARTS**, for girls only. In this course girls have 7 periods a week of domestic-arts work, but the other subjects are the same as in all other courses, with the exception that no foreign language is taken. This course is not for dull girls, but is recommended for those who have a special interest in handwork. It leads to the High School of Practical Arts or to the Girls' Trade School. Girls entering this course in Grade 7 may change to any other course at the end of Grade 8. Since the domestic-arts facilities are limited, we reserve the right to select the girls for this course who seem best fitted for it.

Please fill out the blank below and return it at once to the Sixth-Grade teacher.

WILLIAM T. MILLER, Master.

Pupil's Name
Address
Teacher

CHECK COURSE CHOSEN

1. Academic F 2. Academic L
3. General 4. Mechanic Arts
5. Practical Arts 6. To another School

Parent's Signature

After this coöperative type of guidance, it is of interest to observe how the children are grouped in our seventh-grade classes. To do this we tabulate each year the I.Q. records of all seventh-grade pupils. The tables below show the results of such a tabulation for our 1933-1934 seventh grades:

Some Results

The total number of pupils in all seventh grades is 480, divided as follows:

Academic 126, or 26 per cent
General 219, or 46 per cent
Practical 135, or 28 per cent

In studying the I.Q. records of these children we have adopted the following classification:

I.Q. below 90.....Below Average
I.Q. from 90 to 110...Average
I.Q. above 110.....Above Average

Based on this arrangement, our 480 seventh-grade pupils show the following classes:

Below Average.... 114, or 24 per cent
Average 262, or 54 per cent
Above Average ... 104, or 22 per cent

Following is a detailed study of the I.Q. records of all these pupils:

I.Q. Range	Academic	General	Practical
Over 130	7	5	0
126-130	8	3	1
121-125	15	5	2
116-120	9	9	4
111-115	19	15	2
106-110	16	25	8
101-105	14	22	15
96-100	26	68	28
91-95	6	17	17
86-90	2	17	21
81-85	4	16	9
76-80	0	5	10
Under 75	0	12	18
Totals	126	219	135

From a study of these figures, several interesting facts may be observed. First, with regard to the way in which the three different classes of pupils, as arranged on the I.Q. basis, are assorted among the three types of curricula.

Course	Below Average	Average	Over Average
Academic	6	62	58
General	50	132	37
Practical	58	68	9

From the above table we can figure the following percentages:

In the Academic course, 5 per cent of the pupils are Below Average, 49 per cent are Average, and 46 per cent are Above Average.

In the General course, 23 per cent are Below, 60 per cent are Average, and 17 per cent Above.

In the Practical course, 43 per cent are Below, 50 per cent Average, and 7 per cent Above.

Taking the division from the standpoint of the I.Q. classes, we see that:

Of the Below-Average group, 5 per cent are in Academic, 44 per cent in General, and 51 per cent in Practical courses.

Of the Average group, 24 per cent are in Academic, 50 per cent in General, and 26 per cent in Practical courses.

Of the Above-Average group, 56 per cent are in Academic, 36 per cent in General, and 8 per cent in Practical courses.

The above figures seem to show a fairly satisfactory division of pupils among our different courses. "Below-average" pupils are practically absent from the "academic group," but nearly half of them are found in the general classes. This may be because not all such pupils are mechanically minded, and may profit more from the general course. Of the "average" pupils, approximately one fourth are in each of the "academic and practical courses." The upper levels of this group are able to succeed in the "academic" classes, but the lower levels do better in the shops and domestic-arts rooms. The "above-average" pupils in the "academic" classes are well placed. Those in the "general" classes are there usually because their parents do not approve of the early work in foreign languages. The small percentage of "above-average" pupils in the "practical" classes give us the most cause for doubt. We feel that mechanical work is not beneath the dignity of bright pupils; but we would like to be sure that these pupils are utilizing their mental abilities to the utmost of their capacities. As a matter of fact, most of these high-ability pupils in the "practical" classes change their courses before entering the senior high school.

We do not feel that we have solved the problem of guidance for these children entering our seventh grades. A great deal of study is needed to devise better procedures in classifying such pupils. Perhaps the best solution is that mentioned above: namely, the uniform course for Grade 7 in the junior high school, with careful guidance throughout that year, leading to a division of courses in Grade 8. But even this procedure cannot solve the problem without a guidance course of considerable thoroughness in the seventh grade. It is a problem which challenges the professional skill of junior-high-school administrators, and its solution is essential to the educational progress of all pupils of junior-high-school age.

Iberia Goes to High School

S. Joe Williams, Superintendent of Schools, Duenweg, Missouri

"Truly a wonderful man was Caius Julius Cæsar.

"'Better be first,' he said, 'in a little Iberian village, than second in Rome.'"

When Cæsar made this famous remark, ascribed to him by Longfellow in the "Courtship of Miles Standish," he made the same mistake that a number of modern educational leaders are making. Cæsar made light of the Iberian village and there is a note of contempt in his words about it. Our modern Cæsar sees no good in the small high school. Cæsar looked to the glory of Rome; our modern Cæsar looks to the cosmopolitan high school. Cæsar forgot the patriotism and the homely virtues of the Iberian village; our modern Cæsar sees only the faults in Iberia's high school. Or perhaps he takes the equally obnoxious path of completely ignoring that important educational unit. It might be well to call his attention to the fact that there is a high school in Cæsar's Iberian village; and in the one next to it; and in the next, and the next and the next; and in Illyria; and over in Etrusca; and in the villages in the far provinces of the Danube.

The high school in Iberia is far from the pomp and ceremony of Rome. It is far from the cosmopolitan high school of 5,000 pupils; it is even far from the average high school of 230 pupils—it is in Iberia. It is duplicated with deadly exactness in other Iberian villages and even in the suburbs of Rome itself. Often its procedure is as monotonous as Iberia's endless plains, but its hops and ambitions are as high as Iberia's tallest mountain. It carries within its walls a mighty burden of love and toil and sacrifice. It is heart-high to Iberians.

Iberia High School is so common that it has become almost typical. It duplicates the median American high school. It enrolls fewer than 100 pupils; so does the median high school. It has fewer than five teachers; so has the median high school. Its clientele is largely rural; so is that of the median high school. It and its contemporaries enroll perhaps one sixth of the total high-school population of America. The significance of this is that we are still educating a large proportion of our youth in the small high school. Whether we like it or not, a considerable part of America's vaunted system of education; a not insignificant portion of her boasted world leadership in the dissemination of knowledge; a goodly share of her intricate superstructure of secondary and higher education is firmly and unshakingly based on the foundation of the small high school.

It must be borne in mind that it is not the purpose of this article to disparage the work of the large high school. No modern educator would be so foolish as actually to prefer the small high school to the larger one. The latter offers so much in the way of better advantages that he who would defend the former must feel himself so badly handicapped that he must perforce confess his defeat before he has time to arrange his argument. This writer has no intention of placing himself in so foolish a light. He does brave the charge of educational heresy in suggesting that perhaps even the small high school has a work to do. He admits the faults of his client; no one more readily. He recognizes that its deficiencies are almost universal. His hope is to point out some virtues which are equally catholic. One purpose of this article is to demonstrate the fallacy of expecting all of the freight of secondary education to be carried in the ocean liner of the cosmopolitan high school. Some of it may even be transported in the rowboat of the three-teacher school. Again

it may be mentioned that perhaps in our pursuit of the large, the ostentatious, the showy, we are losing sight of the virtue to be found in the small, the unobtrusive, the commonplace. One must not expect to find all of the beauty of Paris in the Louvre nor all of the magnificence of Britain in Westminster Abbey.

The Small High School's Popularity

Before proceeding to the meat of this article, if indeed it has any, it might be well to pause for a scrutiny of a situation which has brought into existence the far-flung popularity of the small high school. Whence came the inspiration for all of the high schools of Iberia which dot the map and obscure the educational vision of those who realize that the best is accomplished in units permitting of greater economy of effort and expense? The answer to the question will perhaps be found in: (1) the stupendous revival of secondary education during the past twenty years; (2) the ideas of local autonomy; (3) local pride and jealousy.

The reader who is concerned need hardly be reminded of the growth of secondary education during the past two decades. He needs only to be reminded that this stir and awakening was not confined to the populous centers. It was felt, with perhaps a lessening intensity, in every nook and corner of America. It was felt, if he pleases, in Iberia. He must remember also that this era, in its later stages, was marked by an orgy of spending such as the world has never before seen. Iberia wanted its youth to have a high school. What matter that it was inefficient; what odds that the cost per pupil was enormous; what the particular significance that the initial outlay was beyond Iberia's means; what the difference anything, really, except that Iberia wanted a high school and Iberia must have what it wanted. Iberia's high school is the product of the tawdry tens and twenties capitalizing the renaissance of secondary education.

Yes, America and Iberia have gone high school. The average parent accepts high school, not as a luxury but as a necessity. He feels that his child must get the benefit, whatever it may be of a high-school education. He is unversed in the educational argument which prescribes the large high school. His conception of high-school procedure is not clear and his knowledge of high-school curricula is vague. His vision sees only high school; a vision tempered only by the factors of monetary savings and convenience. "High school" is his shibboleth and his mind fails to discriminate between Rome and Iberia.

The small high school is grounded in local autonomy. Since the days of Thomas Jefferson and before, demagogues and flag wavers have poured into the ears of avid America the doctrine of local control of local affairs. Since the time of George III we have been skeptical of centralized authority. The idea is particularly confirmed in the schools. Even before the time of Horace Mann, America had the idea that the school was a local affair, supported by local taxes, for local children; we cling to the old idea. Any advance in state or federal control in education is accomplished almost over the dead bodies of the old guard. State and federal aid is accepted as no more than its name implies; aid to the local district. Our very educational nomenclature betrays our feelings. The natural and logical outcome of this line of thought is that when Iberia became "high-school conscious" the first and perhaps only conclusion possible was that Iberia must have a high school for Iberians and run by Iberians.

The small high school is irrigated by the ever-present water of local pride, though it is often difficult if not impossible to distinguish this from community jealousy. This writer feels that he is familiar enough with the small American community to discuss it, he knows its fancies and its foibles. He has lived, loved, and labored in Iberia. Perhaps no place in America better exemplifies the spirit of "keeping up with the Joneses" than does the small community. Iberia must have a high school if for no other reason than that Illyria has one. Again, no consideration of expense, inefficiency, extravagance nor lack of judgment is allowed to interfere. Illyria has a high school; Iberia must have one. Illyria has two teachers; Iberia must have three. Illyria has a 60-foot gymnasium; Iberia must have a 70-foot one. Illyria impoverishes herself with a high school; Iberia must bankrupt herself with one.

Emulating the Schwabs

Nor is this jealousy confined to rivalry with towns of Iberia's own size. Strange as it may seem, Iberia must have a high school because Rome has one. It seems to be a trait of America that we are jealous of everything above us and this jealousy is often in direct proportion to the distance which the envied thing is out of our reach. Just as every prophet gives rise to a hundred lesser satellites so must the larger high school give impetus to host of smaller imitators. When Rome plays football, Iberia must struggle with economic poverty and often with the very health of its pupils to maintain a team. When Rome debates, Iberia must debate. When Rome plays basketball, Iberia must perforce play basketball. We are not content with "keeping up with the Joneses"; we must emulate the Schwabs. Iberia must look to Rome.

The present writer is not unmindful of the many faults of the small high school. So keenly does he feel these faults pressing down on his thoughts as he writes, that he craves the indulgence of the reader while he enumerates them. The reader must be warned that this is mere reiteration since more able writers have written somewhat at length on this very subject. However, it might not be out of place to epitomize the findings. The deficiencies of the small high school group themselves under the following heads: (1) poverty of offering; (2) an inexperienced and untrained staff; (3) inadequate buildings and equipment; (4) inefficient supervision; (5) deficient program of extracurricular activities; (6) lack of proper socialization.

There are a number of factors which contribute to the poverty of educational offering in Iberia. In the first place there are only three teachers. State regulations reinforced by the best educational thought require that these teachers confine their efforts to two or at most three fields. Add to this dilemma the state requirements that certain subjects must be taught and the equally stringent one that a certain number of units must be offered for graduation and you detract materially from the variety of courses offered. Then, there is the requirement and obligation of one teacher, the superintendent, to give some time to supervision. This still further reduces the subject possibility. When totaled, these restrictions reduce the program of studies in Iberia almost to sepulchral barrenness. Only the most trite of academic subjects are possible; variety is negated and election is largely nullified.

There will be objections to the statement that the small high school is poorly staffed. Some communities are justly proud of their

teachers. Perhaps no other member of the great array of American educators is giving so much for so little return as the small-town teacher. Yet the facts must be faced. Iberia cannot compete with Rome in residential desirability. More than often the small town offers poor living conditions and dismal teaching facilities. Nor is it possible to discount the salary angle. Economic law fixes salaries with unfailing accuracy. The large town is able to pay larger salaries and does so. No amount of sentiment can change the incontrovertible fact that the best teachers are gravitating to the larger centers. An actual investigation shows that the tenure of office of teachers in Bigtown High School is more than ten years while that in Smalltown, not fifteen miles away, is less than three years. The average time spent in school above high school by the teachers of Bigtown is 4.6 years, the same average for Smalltown is 4.2 years. Nothing is proved; it is merely corroboratory evidence. Bigtown takes the best and Smalltown is left with the untrained, the inexperienced, and the inefficient.

Other Causes of Inefficiency

Iberia cannot have the buildings of Rome. Monetary reasons forbid it. Nor can it possess the equipment. A thousand dollars worth of equipment to be used by 2,000 pupils is an entirely different matter from the same equipment to be used by 60 pupils. The same can be said of buildings. Iberia schools its high school with its lower grades. It is in very fact the upper grades, since its quarters are usually the upper floors of the building. Aside from the social undesirability of having children of all ages grouped together, is the fact that the properties of the building fail to serve the purpose. The lighting is frequently unsuitable; laboratory space is limited; gymnasium room is often not available at all; the whole plant is poorly planned for high school.

The matter of inefficient supervision can be laid to two things; inability and insufficient time. The superintendent of a small high school suffers from the same disabilities as do the lesser sisters of his staff. He is likely to be inexperienced and untrained. He most certainly lacks the skill and finesse of his confreres of the larger high school, else he would be in the larger system. The writer pleads that the small-town superintendent will not consider any of this discussion as personal. Add to the lack of ability the lack of time and there is presented a real supervisory difficulty. The superintendent teaches four classes; often he "keeps study hall." More than often his classes are science which require extra laboratory hours. He must oversee the work of the lower grades. His hours for supervision come at the same time each day. This is in itself an unwholesome situation. With all of the obstacles to surmount the wonder is that he accomplishes as much as he does.

Perhaps the unprogressive attitude of the community in general is responsible for the dearth of extracurricular activities in schools of this type. Too often the school patrons distrust the activities program which they see as the robber of time which might well be spent in the more solid pursuits of learning. The superintendent is tied to his classes; he is harassed by his lack of time; fretful under the burden of clerical routine; wearied with makeshifts in curriculum and procedure. What more natural than that his mind should seek relief where his clientele is most likely to approve? Iberia can survive a drouth of activities providing it gets its full share of the water of solid learning; so argues Iberia. The activities often feel the full burden of the superintendent's neglect.

One of the chief aims of secondary education is to introduce the pupils to an ever-widening circle of social contacts and to broaden his co-operative efforts with an ever-growing group of

individuals. No such opportunity is offered in the very small high school. He meets and has contacts with the same pupils every day. Certainly a class of ten is not the ideal situation for social growth.

The careful and observant reader will detect what will appear to be glaring inconsistencies in some of the discussions which follow. It will be remembered that in listing the faults of the small high school the writer pointed out that this type of school was not usually principled by a trained and efficient head. In the following, he will advance some argument for the small high school which the reader will immediately recognize as possible only for a very clever leader. These divergent views will be more palatable if the reader will remember that in the earlier discussion the writer had in mind the typical, while in this later analysis he is looking toward the ideal. The former is a picture of existing conditions while the latter is an idealized conception. Perhaps this part of the article should be labeled possibilities rather than justification. Not all of the remainder of the article can be so classified, and the writer imposes the burden on the reader of making his own distinction between facts on the one hand and the pleasing panorama of possibility on the other.

The Defense's Superior Claims

Having heard the brief and the evidence of the plaintiff, the defense now claims the privilege of presenting its argument. The small high school has its justification. America's educational program would be badly hampered were it not for this type of institution. The evidence in its behalf will be presented under the following heads: (1) It is necessary because of geographical exigencies; (2) It is a unifier of its community; (3) It has social standards different from those of the large centers; (4) It offers a greater opportunity for individual supervision of pupils.

Geography cannot be gainsaid. There are a great many communities in America where a small high school is imperative if all the youth of America is to have its birthright of education. There are villages which are far from the centers of population and inaccessible to them. America's ideal is an education for all the children of all the people; more, it has paraphrased the expression to mean a high-school education for all the children of all the people. This being true, isolated Iberia must of necessity have a high school. The difficulty in this situation is to know where geography as a justification ends and where geography as an excuse begins. When properly placed, the small high school becomes a dignified and respected unit in our scheme, but when unwisely placed it becomes an educational abomination and a blot on the economic outlook. When unsound practice clutters the educational landscape with an unneeded assortment of such

What will people do with this additional leisure? One student of the problem has stated the question in this way: "Will they take as the model for their leisure the sort of life now most favored by the 'idle rich' and get as much of that sort of thing as their means enable them to procure—display, luxurious feeding, sex excitement, gambling, bridge, golf, globe-trotting, and the rest? Or will they spend it in the way the idle poor—by whom I mean the unemployed—are now spending the leisure forced on them by the industrial crises, which consists, for the most part, in just stagnating, physically, mentally, and morally? Or will it be a mixture of the two—stagnations relieved by whatever doses of external excitement people may have the cash to purchase?"—George A. Lundberg.

schools, it foredooms them to economic and educational impoverishment. The writer personally knows of a place where it is possible to stand in the upper window of one rural high school and count the buildings of three others within eye range. A circle of five-mile radius would embrace almost the entire territory of four four-year high schools. This is to be execrated, and has no place in any sane writer's justification. In isolated Iberia a high school may take its place as a respectable member of our educational family, but the same high school in Illyria, only three miles away, or in the suburbs of Rome itself, flaunts its wantonness in the very face of a well-deserved educational and economic disapproval.

As a second point of justification the writer offers the observation that the high school is often the only thing which can unite any large proportion of Iberia. One must live in a small community to know its petty politics and almost fanatical factionalisms. Churches are torn asunder by its insidious influence; banks are wrecked and businesses destroyed by its baneful workings. Yet the high school has an opportunity to unite these people on a common project. Because its patronage embraces the local merchant and the local mendicant, its doings have a universal significance to Iberia. It is true that the high school often fails to unite Iberia, and even in some instances may become the personification of the Golden Apple. The writer is woefully aware that in such instances the failure is due to lack of deftness and adroitness on the part of the superintendent. The original premise is still unshaken: Iberia High School should be the unifier of Iberia.

The Small-Town Boy

Further justification of the small high school may be found in the fact which, though not lending itself to proof, is nevertheless potent, that the small-town boy and girl are reluctant to attend school in the large center. This reluctance arises from a natural timidity of the child, coupled with a sensing of a difference in social standards in the two situations. The tragic side of the matter is the fact that social adjustment is more than often hampered, rather than helped, by this same timidity and reluctance. The tendency of the city pupils is to hold a bit aloof from the country boy until such a time as they know him better. Their own crowd they have known always; the new boy gains ground slowly. The whole matter works itself into a sort of pernicious whirligig; the more the Roman boy holds aloof, the more the Iberian boy retires into himself; and the more the Iberian boy introspects, the more the Roman boy reserves his friendliness. The ultimate outcome is that the Iberian boy, denied the natural outlet of his gregariousness in the right kind of company, soon finds it in the wrong kind.

Occasionally a rare and hardy lad is found who survives this shock of transplanting. He is the superior kind who finds his level any place. But even for him the acclimation may be accompanied by such a drastic revolution in adjustments that he is permanently injured. Too often he builds around himself a protective and defensive armor which taints and shadows his entire life. Many a fine boy or girl has had to combat through life an inferiority complex acquired in high school because he lived on the wrong side of the track. The blighting effect is just as devastating to the child who lives on the wrong side of the city limits. America exhibits a surprising amount of braggadocio when discussing equal educational opportunity, but her boast never seems to include equal social opportunity. High-school age is a trying age. This has been said so often that its triteness is admitted. The difficulties of social adjustment of Iberia in Rome are not mitigated by the

truth of the adage. Rather are they aggravated. Iberia may learn its lessons from Rome, but the lessons are better taught in Iberia.

Small-Town Values and Big-Town Costs

Another thought which cannot be overlooked in this connection is that Iberians who attend school in Rome acquire false values, even if they are of the favored few who become adjusted to the changed social status. Too often they become ashamed of home and town. Iberia becomes distasteful; Rome becomes the ideal. Home suffers from comparison with the homes of friends in Rome. Iberia becomes too small; its affairs puerile; its school ridiculous. Ambition is a distinct virtue, but its keynote is not ridicule. Rather, its theme is to make the very best of present conditions and build so that future opportunity may find one qualified to take advantage of it. Its melody can never be built on a false harmony which spurns the present as unworthy of one's best efforts. He who slights his present position because it is too small usually misses the larger position because he is too small.

Still another point which invariably ties itself up to this matter of social adjustment is the matter of cost. Many a parent sends his child to Iberia High School who could not possibly send him to Rome. In spite of America's vaunted democracy, the larger school makes certain monetary demands of its pupils which are not felt in the smaller one. Rome has certain standards of clothing, for instance, which are not violated with impunity. Nothing is so humiliating to the child, or indeed to the adult, as to be thought queer. The clean overalls which are the sesame of social opportunity in Iberia become a badge of inferiority in Rome. Nor is the matter of attire the only consideration. The boy who follows the homely and homey practice of "bringing his dinner" to school in Iberia becomes the "queer boy who eats his lunch out of a paper sack" in Rome. The dime which buys a full evening of entertainment in Iberia becomes a despised pittance in Rome. There is little to be gained in continuing the list. It does cost more to send a child to school in Rome than it does to send the same child to school in Iberia. Supplement this monetary consideration with the greater convenience offered by the school in the neighboring village, and you have a powerful argument in justification of the small high school.

Perhaps the greatest strength of the small high school lies in what at first glance might appear to be its greatest weakness—its very diminutiveness. The superintendent of the small school knows intimately, often too intimately, the exact home conditions of every one of the pupils under his control. He is acquainted with every patron, every parent, every pupil of his school. Every bit of clerical work, every supervisory effort, every detail of routine procedure tends to emphasize this close intimacy. In spite of all its efforts, the large high school loses sight of a certain number of its pupils. In the matter of attendance alone, the large unit is handicapped. In the city, school must compete with the picture shows, the ball game, and a hundred other distractions for the attention and interest of the child. Not so in Iberia. Here every hour of the school year the problems of the individual child are being forced upon the consciousness of the superintendent. Here no category of distractions present themselves to inveigle the boy from school. Every child may be accounted for every hour of every day. In Rome a certain amount of truancy is to be expected; in Iberia it should be practically impossible.

Where All Children Have a Chance

Nor is the attendance angle the only one which obtrudes itself in this phase of the dis-

cussion. There is another of far more import, the very acute angle of personality guidance. With the very limited number of pupils in the small high school, the teacher and the superintendent are able to discover and develop every vestige of real or suspected talent. The large school presents a situation which is almost an exact antonym of the old song in which one could not see the town for the houses; in this case the teacher has difficulty in seeing the individual houses for the town. In Rome only the outstanding are marked for special guidance along the lines of leadership and talent. In Iberia every boy and girl is encouraged to seek his hidden capacities and to uncover his latent possibilities. Even the smallest school has ample opportunity, if it will but wisely use that opportunity, for the direction of child personality. The smallest contribution may serve to stimulate a train of responses, the total of which may lead to the unfolding of a character undreamed of in some awkward product of the farm. The writer knows of a case where the ability to play a harmonica was the initial impetus; a musical ability of almost concert proportions was the final result. In another case, a flair for debate served as the start for a career in law which has placed the individual in a place of prominence in his community. The reader may object that in either of these cases the pupil would have discovered himself in Rome as well as in Iberia. The writer begs to offer refutatory evidence. Having known personally both individuals, he is in position to venture an opinion which partakes of certainty, that each of these pupils was hindered by quirks of personality which would have doomed him to oblivion in a city high school.

Finally, let it be said that class instruction in

Iberia possesses certain advantages unattainable in Rome. The small classes lose a great deal in socializing effect; but what is lost in that direction is offset by a gain in the direction of individual instruction. The loss in magnitude of viewpoint is compensated for by depth of understanding. What is surrendered in the matter of widening cooperative effort is recaptured along the line of closer and more thorough cooperation in particular groups. The total gain in this respect is perhaps not with Iberia. But the thought is pertinent that, even here, Iberia is not a total loss.

The high school in Iberia is there for a long time. It is rooted in local autonomy; it is fertilized by the growing feeling of the efficacy of a high-school education; it is irrigated by the ever-present water of public approval; it is nurtured and husbanded by the watchful care of community pride. It bears its accustomed yield of useful fruit in training future citizens of Iberia for citizenship in Iberia. It produces the seed whereby ambitious Iberians may grow and flourish in Rome. The storm of educational disapproval cannot uproot it. The drouth of financial nonsupport has not succeeded in killing it out. It resists transplanting. It clings to its own soil. It behooves us, then, as school people, to recognize what we cannot replace, and to improve what we cannot uproot. The suggestions for such improvement are a theme within themselves, and not within the province of this article. The present writer is content if he has provoked the thought that the small high school need not hide its face in shame when brought into the awe-inspiring presence of the cosmopolitan high school. Iberia must look to Rome, but Rome must not overlook Iberia.

The United States Supreme Court and the Public Schools

Roy N. Lovett, M.A., Principal, High School, Mt. Victory, Ohio

During the last decade the increasing interest manifested by schoolmen in school law and the interpretations of the law by the courts, has led to a gradual organization of the fundamental principles as applied to school districts, school officials, teachers, and pupils.

The rights of persons and property especially have been brought into strong relief in the school decisions of the state courts. Only rarely, however, have basic constitutional questions come into the foreground, which have made it necessary to call upon the United States Supreme Court for a decision. These cases are almost without exception of grave importance in determining to what extent the states may interfere with personal and property rights in providing for the general educational welfare.

In order to determine the exact nature of these controversies, a study was made of all the decisions of the United States Supreme Court reported by the Federal Digest under the section dealing with schools. It is of interest to note that only twelve such cases are reported since 1880.

Race Segregation

Since the enactment of the Fourteenth Amendment the courts have decided scores of lawsuits arising from race conflicts, but only recently have cases involving educational problems reached the United States Supreme Court. In 1927, Gong Lum, of Chinese descent, petitioned for mandamus compelling school authorities to admit his daughter, Martha, to a local high school, for the white race, in the State of

Mississippi.¹ Lum urged that he was a tax-paying citizen of the state, that his daughter was an educable child, and that she was entitled to attend the local school for whites, the only school in the district available for her as a student.

The petition was demurred by the defendants on the ground that Martha was not a member of the white race; therefore, she was not entitled to attend the schools provided by law, in the state, for children of the white race. The trial court overruled the demurrer, and the defendants appealed to the Supreme Court of Mississippi, which cited Section 207 of the State Constitution, that, "separate schools shall be maintained for children of white and 'color races.'" The court interpreted the term "color races" as including all races other than the white race, and not strictly limited to persons of Negro blood.

The case reached the United States Supreme Court on this question: Is a Chinese citizen of a state denied equal protection of the laws when classified with color races and furnished facilities for education equal to those offered to all classes? The Court on the question, affirmed the opinion of the state court in ruling that states have it within their power to segregate pupils, and this does not conflict with the Fourteenth Amendment of the Federal Constitution, when substantially equal opportunities are offered.

¹Gong Lum v. Rice, 275 U. S. 78, 48 S. Ct. 91, 72 L. Ed. 172 (1927).

An Oklahoma statute dealing with the race-segregation problem, gives county superintendents full power to assign the pupils of school age to the various schools established for the different races. The Supreme Court of the United States has upheld this statute² for reasons similar to those in the Mississippi case.

Compulsory Attendance: Vaccination

The laws of the several states, as well as public opinion, demand compulsory school attendance, and insist that the state provide educational opportunities for all. The natural question arises then: How far may a state go in directing the education of its children? Considerable light is thrown on this question by the decision of the United States Supreme Court in the famous Oregon case.³

A private school corporation in Oregon challenged the constitutionality of an act, passed in 1922, by the legislature of that state, which made it misdemeanor for parents not to require their children between the ages of eight and sixteen to attend the public school in the district where the child resided. Obviously, the object of the act was to eliminate private elementary schools.

The proponents of the act argued that the American people, in the main, have determined that there shall be absolute separation of church and state; and that the public schools shall be maintained and conducted free from influences in favor of any religious organization, sect, or belief. They further argued that the new public-school law should be sustained as an exercise of the police power of the state. The Supreme Court of the United States held that the act was unconstitutional on the ground that it violated that part of the Fourteenth Amendment which provides that, "no State . . . shall deprive any person of life, liberty, or property without due process of law." In the opinion of the court, such legislation unreasonably interferes with the liberty of parents and guardians to direct the education of their children. Further, the act would have depreciated the value of private elementary-school property. Voicing the opinion of the court, Justice McReynolds said: "The child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations." The decision of this case clearly defines a limit beyond which a state may not go under the constitution in directing the education of its pupils.

The extent of the powers and duties of educational officials in compelling enforcement of vaccination was manifested in a Texas case, that of *Zucht v. King*.⁴ The school board of San Antonio, acting under a city ordinance which prohibited a person from entering any educational institution without first having a certificate of vaccination, excluded a child because she would not meet this requirement. Through her father the child charged that there was no occasion for requiring vaccination, and that the ordinance deprived her of liberty without due process of law. In the opinion of the Supreme Court such ordinance does not confer arbitrary power, but is an exercise of the broad powers of discretion required for the preservation of the public health. The ruling in the case applies without limit to private as well as to public schools. The law is a clear use of the police power of the state.

Textbooks and Curriculum

In a recent case,⁵ the Supreme Court of the United States has held that statutes providing

for the purchase of school books for either private- or public-school children, free of cost, are valid.

Suit was brought by citizens and taxpayers of the State of Louisiana, who appealed to the courts on the ground that such legislation violated the provisions of the Fourteenth Amendment, basing their contention on the theory that taxation for the purchase of school books constituted a taking of private property for private purposes. Chief Justice Hughes, in delivering the opinion of the court, said: "The schools are not the beneficiaries. . . . What the statutes contemplate is that the same books that are furnished children attending public schools shall be furnished children attending private schools. This is the only practical way of interpreting and executing the statutes and this is what the state board of education is doing. Among these books, naturally none is to be expected which are adapted to religious instruction."

There has been much discussion as to whether a state may prohibit the teaching in a school of any other than the English language. Three states, namely, Nebraska, Iowa, and Ohio, have sought to uphold such prohibition. The obvious reason was to prevent any other than the English language from becoming the mother tongue of children reared in the state. The State Supreme Court of Nebraska⁶ when appealed to held that such legislation, which prohibited the teaching of foreign languages to children who have not passed the eighth grade, did not conflict with the Fourteenth Amendment of the Federal Constitution, but was a valid exercise of the police power.

This decision, as well as the Iowa and Ohio decisions, was reversed by the Supreme Court of the United States on the ground that to prohibit the teaching of foreign language is an infringement of liberties of parents and teachers, as qualified by the due process of law of the Fourteenth Amendment. Speaking for the court, Justice McReynolds said: "The protection of the constitution extends to all . . . to those who speak other languages as well as to those born with English on the tongue. Perhaps it would be highly advantageous if all had a ready understanding of our ordinary speech, but this cannot be coerced by methods which conflict with the constitution; a desirable end cannot be promoted by prohibited means." Messrs. Justice Holmes and Sutherland dissented from the opinion.

Distribution of Funds: School Bonds

A controversy arose in the State of Washington⁷ from acts passed by Congress, in 1907 and 1908, which provide that 25 per cent of all money received from forest reserves should be paid to the state for the benefit of public schools and public roads of the county or counties in which the forest reserve is situated. A complaint came from the school board of Seattle after the King County commissioners had directed the county treasurer to apportion the entire amount of the money to the road fund. The school officials claimed that the money should have been apportioned to the road and school funds in equal amounts. The Supreme Court of the United States, in its decision, declared that this money was in the hands of the state, to be used as it deemed best and that the act did not require equal division between the two funds.

Another case, affecting the distribution of funds, came to the United States Supreme Court from New Orleans.⁸ The court ruled that a city charged with the collection of school taxes cannot withhold from the school district interest collected as a penalty for delinquent school

taxes which belongs to the school district. The decision was based on the ground that school taxes are not within the terms of the statute inflicting the penalty on "all taxes imposed by the City of New Orleans."

A United States Supreme Court ruling of 1890, in a Virginia case,⁹ held that tax-receivable coupons are not acceptable for taxes levied for maintaining public schools, and that the Virginia State Tax Act, requiring taxes for school purposes to be paid in lawful money of United States, was a valid act.

There have been three cases dealing with some phase of the legality of school bonds to reach the United States Supreme Court. Incidentally, they are the first reported by the Federal Digest. A controversy arose in Iowa¹⁰ out of the state laws, which provide that no municipality shall be allowed to become indebted for more than 5 per cent of the value of the taxable property, and that proceeds from school bonds shall not be used for current expenses. The Doon Township School District issued and sold bonds exceeding the amount to a person who was aware of this, and used most of the proceeds for current expenses. The question involved was whether the bonds were void, since they were not used for funding and thus created an indebtedness in excess of that permitted by the constitution, and whether the holder could collect the full value of the bonds. The Circuit Court of the United States, in its opinion, ruled that a holder of school bonds cannot be defeated because of a misapplication of the proceeds of the sale of the bonds. The United States Supreme Court reversed the decision on the ground that the new debts did not arise on warrants for money actually in the treasury, and that none of the bonds in question were given in payment and satisfaction of judgments. It was further shown that the holder knew of the defect, and therefore had no right to rely on the recitals in the bonds. The court was divided on this opinion six to three.

The Supreme Court of the United States, in a Kansas case, affirmed the opinion of the Kansas Supreme Court that express authority granted school boards to issue bonds bearing interest carries with it the power to issue interest coupons attached to the bonds.¹¹

Formation of School Districts

There have been many court cases dealing with the formation of new school districts and the obligations arising out of the change in the debt situation. In 1905, a case went to the United States Supreme Court, after the Michigan legislature had passed an Act in 1901, to incorporate a new district.¹² The Act granted to the new district the property of the old, which fell within its limits, and required the new district to assume and pay the debts and obligations of the old district. The suit involved the constitutionality of the law, which was attacked on the plea that the Fourteenth Amendment protects private property from deprivation without due process of law. The court held that powers to establish, govern, and maintain school districts were delegated to the states, and they could apportion the property of these school districts as deemed reasonable and equitable.

In reviewing the court decisions, we can conclude that education of children is of such importance to a state and to society that the state may do much by way of limiting the control of the parents over the education of their children. Although the state cannot prohibit children

⁹*McGahey v. State of Virginia*, 135 U. S. 662, 10 S. Ct. 972, 34 L. Ed. 304 (1890).

¹⁰*Township of Doon v. Commis.*, 142 U. S. 366, 12 S. Ct. 220, 35 L. Ed. 1044 (1892).

¹¹*Board of Ed. v. DeKay*, 148 U. S. 591, 13 S. Ct. 706, 37 L. Ed. 573 (1893).

¹²*Attorney General of the State of Michigan v. Lowrey*, 199 U. S. 233, 26 S. Ct. 27, 50 L. Ed. 167 (1905).

(Concluded on Page 65)

²*School Dist. No. 7, Muskogee Co., Okla., v. Hunnicutt*, 283 U. S. 810, 51 S. Ct. 653, 75 L. Ed. 1428 (1931).

³*Society of the Sisters of the Holy Name v. Pierce*, 268 U. S. 510, 45 S. Ct. 571, 69 L. Ed. 1070 (1925).

⁴*Zucht v. King*, 260 U. S. 174, 43 S. Ct. 24, 67 L. Ed. 194 (1922).

⁵*Cochran v. Louisiana State Board of Ed.*, 281 U. S., 370, 50 S. Ct. 335, 74 L. Ed. 913 (1930).

⁶*Meyer v. State of Neb.*, 262 U. S. 390, 43 S. Ct. 625, 67 L. Ed. 1042 (1923).

⁷*King County, Wash., v. Seattle School Dist. No. 1*, 263 U. S. 361, 44 S. Ct. 127, 68 L. Ed. 339 (1923).

⁸*City of New Orleans v. Fisher*, 174 U. S. 802, 21 S. Ct. 347, 45 L. Ed. 485 (1901).

PORTFOLIO OF MODERN SCHOOL BUILDINGS



HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI
Felt, Dunham and Kriehn, Architects, Kansas City, Missouri.

Completeness for Educational Program Marks Hannibal High School

Emmett T. Miller, Superintendent of Schools
Felt, Dunham & Kriehn, Architects

The board of education of Hannibal, Missouri, had realized for a number of years that a new building should be provided to house the senior high school. Four proposals to procure a suitable site for a high-school building had been defeated, but this did not prevent the board of education from continuing its efforts to provide the school it was thoroughly convinced was needed. On May 17, 1932, a proposed bond issue to buy a site and erect a building was submitted to the voters and passed by a majority vote of more than 4 to 1.

As labor, building materials, and equipment were purchased at the lowest price levels, it was extremely fortunate for the people of Hannibal that its board of education had the determination to undertake a building program at this time. Hannibal now has a high school that completely fits the needs of the community, and her citizens are justly proud of it.

The building is designed for one thousand pupils and is so arranged that additional classrooms can be easily added. The plans were made by the architects after a definite educational program had been set up by the board of education. This educational program specifically outlined the type of work that is to be carried on in the building and indicated the pupil capacity for each of the several departments. The board of education studied the construction of several modern high schools and made many inspection trips before it finally decided on the type of building desired.

The new school building is situated well out toward the edge of the city on a 23 acre tract of land. The site has a frontage of 600 ft. on U. S. Highway 61. It has a decided slope from east to west, and a moderate slope to the south-west. The tract is well adapted to the working out of playground and landscaping programs.

The main-entrance façade of the building faces the highway and has been set back 275 feet from the sidewalk. This arrangement allows for the best possible lighting of classrooms and

practically eliminates traffic noises. The longer axis of the building runs north and south, with the gymnasium wing on the north end and the auditorium wing on the south. The low elevation of the site at the south end was utilized at a considerable saving by placing the cafeteria under the auditorium. The whole unit presents an interesting, attractive study from any angle.

The design of the building is of the early Renaissance period. The exterior of the building

is faced with brick in variegated shades of red and is trimmed in artificial stone. The building is of fireproof construction throughout. The interior construction is reinforced-concrete columns and beams with steel joists and concrete underfloors.

The classroom units consist of the center section which is three stories in height and the two-story section back of the auditorium and gymnasium. This portion of the building houses



ENTRANCE DETAILS, HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI
Felt, Dunham and Kriehn, Architects, Kansas City, Missouri



LIBRARY, HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI



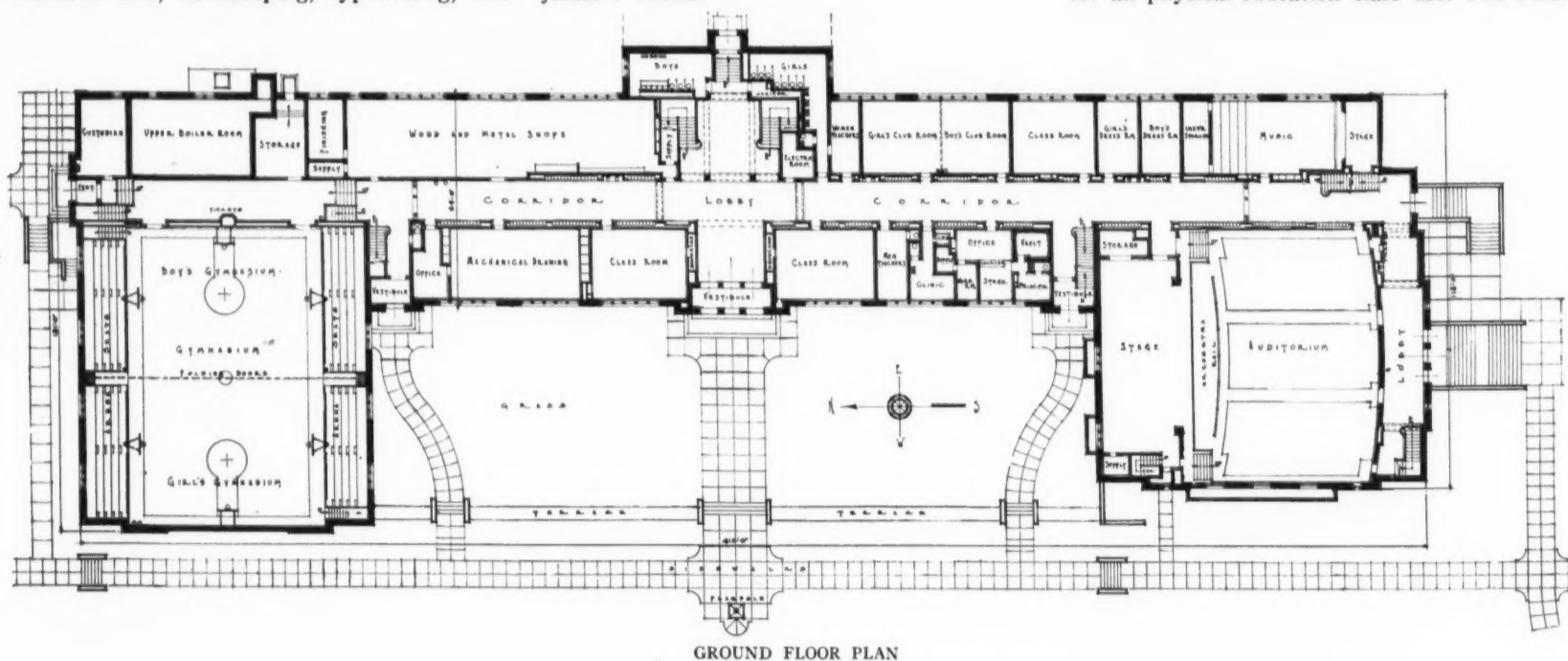
MAIN LOBBY

The auditorium has a seating capacity of twelve hundred. The main-building corridor connects directly with the lobby of the auditorium, making the auditorium convenient for both school and public service. The stage is provided with ample lighting facilities, and is well equipped with curtains and scenery for all school and amateur theatrical purposes. The lighting fixtures of the auditorium are of special design. The ceiling is acoustically treated.

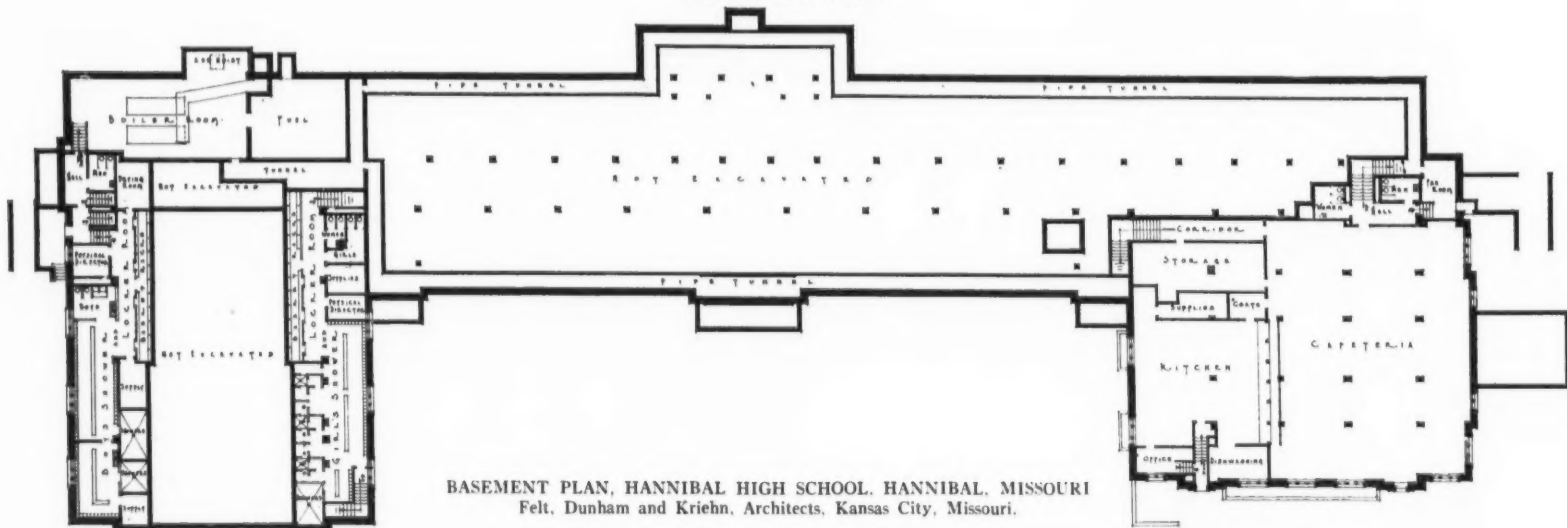
The gymnasium is provided with 600 permanent seats, and 250 movable seats may easily be added when the occasion demands. The gymnasium is equipped with electrically operated, soundproof folding doors which divide the room into two gymnasiums, each of ample size for all physical-education class use. The main

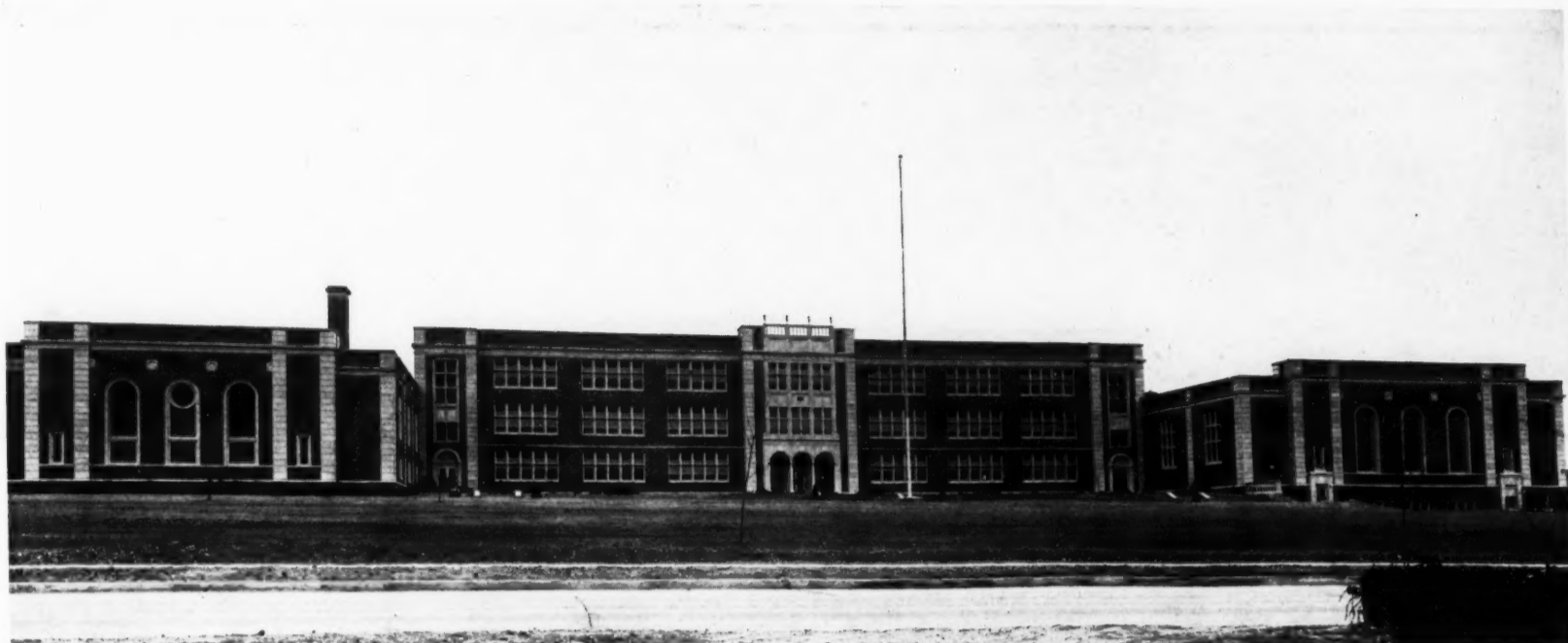
fourteen regular classrooms and the following special rooms — administrative offices, library, study hall, shop, mechanical drawing, music, dramatic arts, bookkeeping, typewriting, fine

arts, domestic art, domestic science, biology, chemistry, physics, boys' and girls' club rooms, teachers' rooms, toilets, storage rooms, and janitors' rooms.



GROUND FLOOR PLAN

BASEMENT PLAN, HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI
Felt, Dunham and Kriehn, Architects, Kansas City, Missouri.



GENERAL VIEW OF BUILDING, HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI

playing floor is 60 by 90 ft. The shower and locker rooms for boys and girls are located under the bleachers. They are provided with ample outside light and air and are also equipped with mechanical ventilation.

The cafeteria is located under the auditorium where it is accessible for public service as well as daily school use. The maximum seating capacity is 450 at one sitting. The room is acoustically treated. The kitchen is of ample size and well equipped. A feature of the cafeteria is an arrangement whereby the dining room can be cut off entirely from the kitchen and serving counter, allowing the use of the dining room for social gatherings.

The heating medium is low-pressure steam generated by two stoker-fired steel boilers. A small auxiliary boiler is used to provide hot water when the main boilers are shut down. The auditorium and cafeteria are heated and ventilated by central fan systems. Classrooms are warmed and ventilated with unit ventilators, which are arranged to automatically circulate and recirculate warm air and to admit outside fresh air as needed. Dual automatic temperature control is provided. The heating system is divided into three parts, allowing the auditorium, classroom section, and gymnasium to be individually controlled. The boiler room is of ample size and conveniently arranged. Heat tunnels of generous size provide ready access to plumbing and heating lines.

The plumbing fixtures were selected for their special fitness for school use. Drinking fountains are set in tile recesses in the corridor walls,

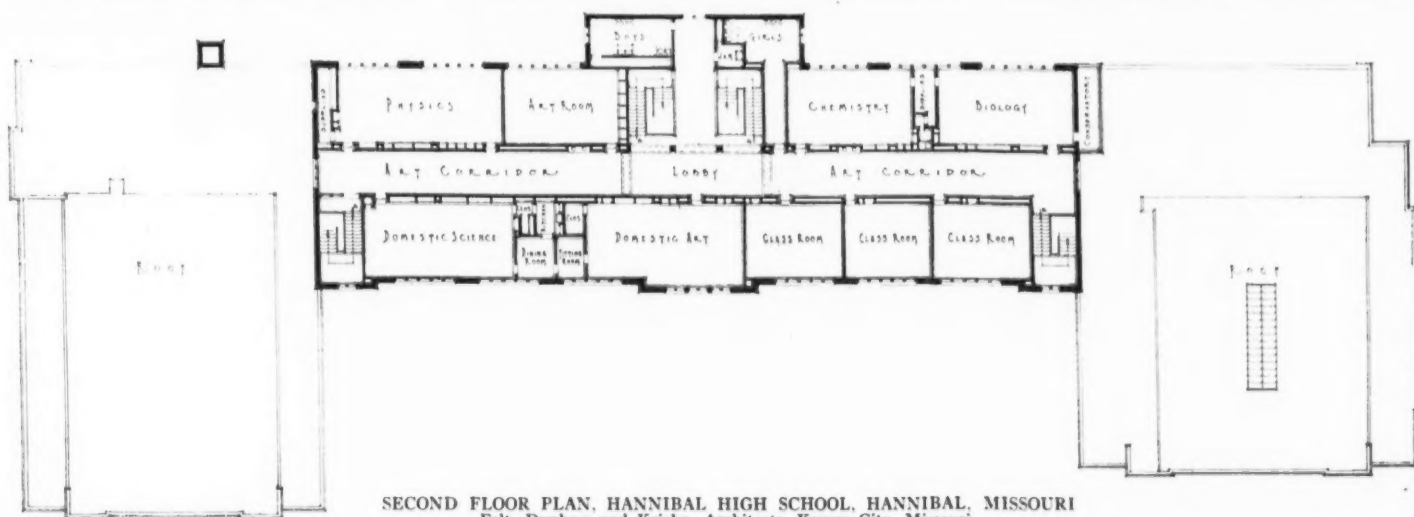


GYMNASIUM, HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI

thus removing them from the line of travel. All plumbing is made readily accessible by means of utility closets.

Complete electrical equipment for light and power has been installed. An electric clock sys-

tem is in use, and all necessary wiring for a radio system is in place. Some special rooms, such as the library, study hall, mechanical-drawing, and fine-arts rooms, are equipped with indirect lighting. Regular classrooms have



SECOND FLOOR PLAN, HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI
Felt, Dunham and Kriehn, Architects, Kansas City, Missouri.



AUDITORIUM, HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI

ings in the rails for a standard-sized box or drawer. Individual student boxes for materials used in classwork are stored in built-in wall cases under control of the teacher. At the beginning of each class period, the students take their boxes from the wall case to the tables and insert them in the rail opening, and at the end of the period return them to the wall cases. By providing built-in combination locks for the student lockers, the individual-key problem has been entirely eliminated.

The Hannibal Senior High School is the result of excellent coöperation on the part of the board of education, the architects, and all others concerned to accomplish in the most economical and practical manner the solution of a definite problem. Because of the harmony in its design, color scheme, and appointments, a building has been created that is pleasing in every detail. It provides an ideal place in which to carry out the modern ideas of education.

Costs

General construction	\$195,526
Plumbing, heating, and ventilating	52,269
Electrical	11,226
Equipment	27,973
Playing fields	6,250
Miscellaneous	5,730

Cubical content	1,688,300 cu. ft.
Floor area	86,060 sq. ft.

fixtures of the semi-indirect type. The outside lanterns and the auditorium and lobby fixtures are of special design.

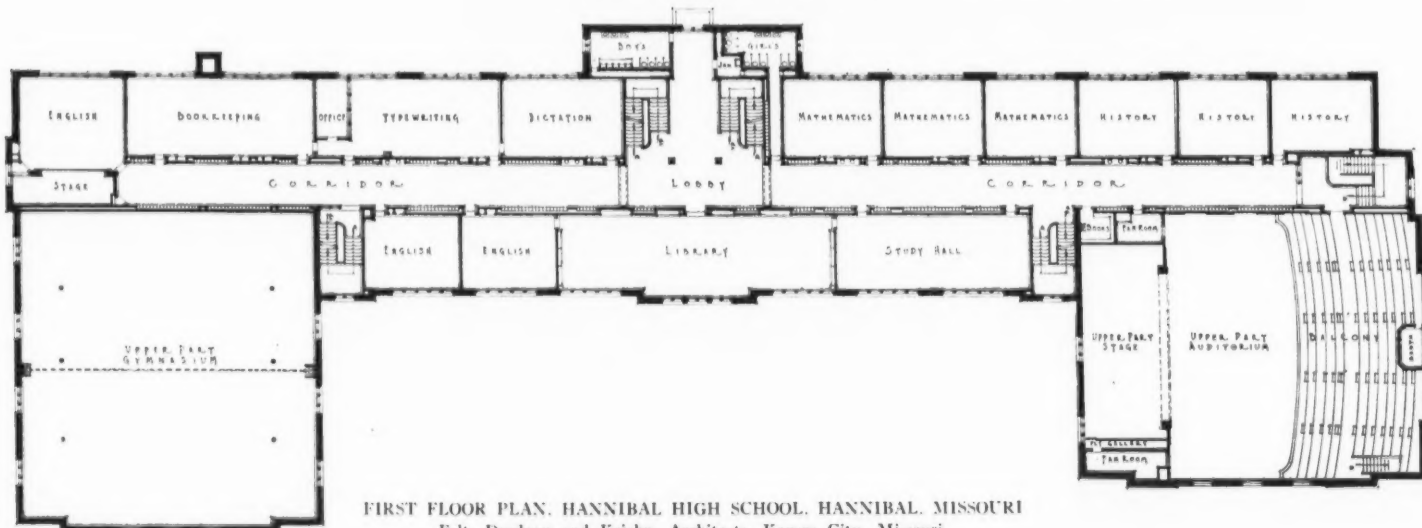
The floors of the corridors, stairs, toilet rooms, shower and locker rooms, and the cafeteria are of terrazzo. Classroom and gymnasium floors are of maple. The office section, library, study hall, dramatic-arts room, and aisles of the auditorium are floored with asphalt tile.

Corridor walls of the ground and first floors are faced to a height of 6 ft. with mottled cream face tile. The toilet rooms, shower and locker rooms, and gymnasium walls are faced with a light-tan glazed tile. Recessed corridor lockers are finished in a color to harmonize with the tile. The second-floor corridor has a vaulted ceiling and is especially designed for use as an art gallery.

A feature of special interest is the variety and number of built-in cases especially designed for and installed in the special classrooms and laboratories, such as art, biology, chemistry, etc. In this school the problem of lost individual student keys has been solved by a "tote box" system. Student tables in the fine-arts, biology, bookkeeping, mechanical-drawing, physics, and domestic-arts rooms are provided with open-



WOODWORKING SHOP, HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI

FIRST FLOOR PLAN, HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI
Felt, Dunham and Kriehn, Architects, Kansas City, Missouri.

Techniques for Planning Small High-School Buildings

W. K. Wilson, School Buildings and Grounds Division, New York State Department of Education

PART I—DEVELOPMENT

In New York State, all plans for the erection of new school buildings, and the addition to or remodeling of old buildings, in all school districts except cities of 50,000 population or more, must be approved by the commissioner of education. The immediate work of examining and approving such plans is carried on by the School Buildings and Grounds Division of the State Education Department. When a board of education wishes to initiate a school-building program, it is necessary for the architect employed by the board to prepare a preliminary study of the project and submit it to the School Buildings and Grounds Division for examination and criticism, before he may proceed with the preparation of his finished plans and specifications. Any major changes required in the preliminary study necessitate a resubmission of such study, and this, in turn, often causes considerable delay and loss of valuable time.

Preparation of Preliminary Studies

In order, then, to facilitate the preparation of acceptable preliminary studies, the School Buildings and Grounds Division now furnishes to the board of education and its architect, through coöperative study with the educational head of the school district, a schedule, of recitational rooms and other administrative spaces necessary to house the enrollment and educational program for which the board desires to build.

Due to a lack of scientific study in the planning of school buildings, and especially high-school buildings, most of the so-called educational planning of high-school buildings has been largely a matter of guesswork. The need for such a study was especially acute in New York State, where under normal economic conditions, the annual capital outlay for school buildings, in school districts of less than 50,000 population, is approximately \$15,000,000. The writer has recently completed such a study, called "Techniques for Setting Up a Schedule of Recitation Rooms for New York State High Schools of 400 Enrollment and Less." These techniques are now being used by staff members of the School Buildings and Grounds Division, not only as guides for the planning of new buildings, but also as checks against the utilization of existing buildings, where it has been proposed to extend such buildings to house an increased enrollment or an expanded educational program. In many instances, it has been possible to demonstrate that such increases or expansions may be housed in the existing building without further extension.

This is the first of three articles that will explain (a) the development of the formulas and tables that are fundamental to these techniques, (b) the use of the techniques in planning a new building, and (c) the use of the techniques in determining the maximum utilization possibilities of an existing building. An attempt will be made to present the material in nontechnical language, avoiding insofar as possible statistical or technical descriptions of research techniques used.

The fundamental assumption underlying this study is stated as follows: For a high school of given enrollment offering a given educational program, there is a minimum number of teacher stations of optimum but varying pupil capacities which, properly designed and equipped, will house such school with economy of space while permitting reasonable efficiency of operation.

In order to set up a schedule of recitation rooms for a high school of given enrollment and educational program, that will house the school in accordance with this assumption, it is necessary to answer the following questions:

1. How many teacher stations (recitation or study rooms) will be needed?
2. What will be the optimum pupil capacities of these rooms?
3. What will be the nature of the design and equipment of these rooms?

It is a comparatively simple matter to answer these questions for a single school of fixed enrollment and an educational program and daily recitation schedule already in operation. But in order to be able to say, with a reasonable degree of accuracy, that for a *predicted* enrollment and desired program, the number, type, and capacity of recitation rooms will be thus and so, it must be shown that there are certain definite relationships between the enrollment of a high school and its educational program on the one hand, and the number and size of its daily recitation groups on the other hand.

Through the statistical analysis of the daily and weekly programs of 435 New York State high schools of from 50 to 400 enrollment, it was discovered that in New York State there is a very high degree of relationship between the factors mentioned in the preceding paragraph. The high schools studied are six-year, five-year, and four-year schools located in the rural and village areas of all sections of the state. Each type of relationship that plays an important part in the setting up of a schedule of recitation rooms is set forth separately and in order of development in the original study.

1. The relation of enrollment to the number of classes reciting daily, as it affects the number of teacher stations required.

In this study, all classes or recitation groups were divided into two kinds; viz., special, and nonspecial or interchangeable. The special classes are those requiring rooms of special design or equipment, and are listed as home-making, shop, agriculture, typing, science, art and drawing, group music, and physical education. The interchangeable classes are all others not listed, and are so named because it is assumed that with reasonable duplication of teaching equipment, such as maps, charts, books, etc., these classes may be taught interchangeably and with efficiency in rooms best fitted to the enrollment of the classes.

The relation of total special classes to enrollment is not important, in that it is not the primary factor in determining the number of special teacher stations needed. There must be at least one special teacher station for each type of special subject taught. If the number of special classes in any one subject exceeds the number of periods in the school day, then more than one teacher station must be provided for those classes. Analysis of the special classes of the 435 schools indicated that science is the only special subject having sufficient daily classes to warrant two teacher stations, and that this requirement occurs only in schools of 200 enrollment and over. A very few schools of approximately 400 enrollment may require two stations for homemaking and shop, depending upon the range of work in these subjects.

The number of interchangeable classes in relation to enrollment is of prime importance in setting up a schedule of recitation rooms. Theoretically, the number of teacher stations needed to house the daily interchangeable classes equals the number of interchangeable

classes divided by the number of recitation periods in the school day. By correlating the number of interchangeable classes with enrollment in 435 high schools or from 50 to 400 enrollment, a remarkably high degree of relationship was found. Statistically this relationship may be stated as a positive correlation of .91. With such a high correlation in such a relatively large number of cases, it was possible to develop a formula for predicting with great accuracy the number of daily interchangeable recitations a high school of given enrollment will have. This formula is,

$$\frac{\text{Enroll.}}{8} + 12 = \text{Daily Interchg. Classes}$$

Statistically, this formula should be correct to within three classes in 50 per cent of the cases measured. With this formula it is possible to determine rather accurately the number of interchangeable teacher stations needed for a predicted or determined enrollment and a school day of a definite number of recitation periods expressed as P.

$$\frac{\text{Enroll.}}{8} + 12 = \text{Interchg. Teacher Stations}$$

The formula is expressed, when fractional, as the next higher integer. The total number of recitation rooms needed then will be the number of special rooms as determined by the educational program, plus the number of interchangeable stations as determined by the enrollment and number of daily recitation periods.

2. The relation of enrollment to class sizes, as it affects the pupil capacity of teacher stations required.

The recommended pupil capacities of the special rooms as set up in this study are the outcome of a detailed analysis of class sizes in relation to enrollment, plus recommendations as to optimum class sizes made by the supervisors of special subjects in the State Education Department. From a combination of data and judgments the following table of recommended special room capacities¹ as related to enrollment was developed:

Subject	Enrollment 50 to 12	Teacher Stations	Pupil Capacities of Teacher Stations
Science	50 to 88	1	Comb. Room 30
	89 to 200	1	Comb. Room 35 to 40
Homemaking	201 to 400	2	Elem. Sci. 24 to 30
	50 to 145	1	Adv. Sci. 35 to 40
Vocational Shop	146 to 400	1	16
	50 to 145	1	24
Vocational	146 to 400	1	16
	50 to 145	2	24
Agriculture	146 to 400	2	Shop Rec. 20
	50 to 128	1	Shop 16
Typing	129 to 184	1	Shop 24
	185 to 296	1	Shop Rec. 24
Drawing or Art	297 to 400	1	15
	50 to 200	None	20
Music Dramatics	201 to 400	1	24
	50 to 400	1	28
			Combination with Auditorium or Cafeteria

In the study of the relation of enrollment to interchangeable class sizes, all such classes were

¹Throughout this article no reference is made to a method or standard for determining the floor areas of teacher stations. All recommendations are made on the basis of pupil stations. In the following article dealing with the application of these techniques, the standards of floor space per pupil station as used by the School Buildings and Grounds Division will be presented.

divided into three groups having enrollments of 1 to 20, 21 to 30, and 31 to 40. The few classes above 40 were put in the large group. All classes are designated throughout the study as small, medium, or large, according to the group into which they fall. Interchangeable teacher stations of 20-pupil, 30-pupil, and 40-pupil capacities, and designated as small, medium, and large interchangeable stations, are recommended to house all interchangeable classes. The 20-pupil room was taken as a minimum because it was considered structurally impracticable to build rooms smaller than this. The 40-pupil maximum was set up to meet the generally accepted standard of 40 pupils as the upper limit of enrollment for "academic" classes.

Following the assumption that economy of space may be attained, without interfering with efficiency in teaching, by setting up the total number of interchangeable teacher stations in a high school as a proportionate number of small, medium, and large recitation rooms, it remained to be discovered whether there was any relation between the enrollment of the school and the proper distribution of these rooms.

In order to solve this problem, the daily recitation schedules of 345 of the schools² included in the study were analyzed for the distribution by periods of small, medium, and large interchangeable classes reciting simultaneously. The schools were grouped into seven enrollment groups requiring, according to formula and on the basis of a seven-period day, three to nine interchangeable stations, respectively. Then for each enrollment group the maximum number of large classes reciting simultaneously each period, and next the maximum number of large plus medium classes reciting simultaneously each period, was tabulated. An analysis of these tabulations disclosed a remarkably uniform relation between the distribution of classes within the daily schedule, and the enrollment of the school. From these tabulations it was possible to set up the following table showing the proper distribution of interchangeable teacher stations into small, medium, and large stations:

Stations	Small 20-pupil	Medium 30-pupil	Large 40-pupil
3	1	1	1
4	2	1	1
5	2	2	1
6	2	2	2
7	3	2	2
8	3	3	2
9	3	3	3

3. *The relation of enrollment to the total number of pupils reciting each period, as it affects study-hall requirements.*

It was assumed throughout this study that for every period of the day a study station in a room not housing a recitation group should be provided for each pupil not reciting. It was assumed also that pupil stations in recitation rooms not in use during any period, but acceptable for study, should be considered a part of the total number of required study stations. This arrangement necessitates a semihomeroom study-hall organization, and reduces proportionately the required number of permanent study stations as provided in study halls or libraries.

In order to ascertain whether the study station needs of a high school could be determined from its enrollment, data from the 345 selected schools were tabulated, showing for each school the total number of pupils reciting, the total number not reciting, and the concurrent number of interchangeable recitations for

each period of the day and each day of the week. From these tabulations the maximum study load for any period during the week, and its concurrent number of interchangeable stations, free for study assignment for the entire group of schools were treated statistically, and yielded a table which expresses the permanent study-station requirements of a high school as a definite per cent of its enrollment. These per cents and enrollment ranges are as follows:

Enrollment	Study Stations
89 to 145	1/5 of enroll.
146 to 200	1/4 of enroll.
201 to 400	1/3 of enroll.

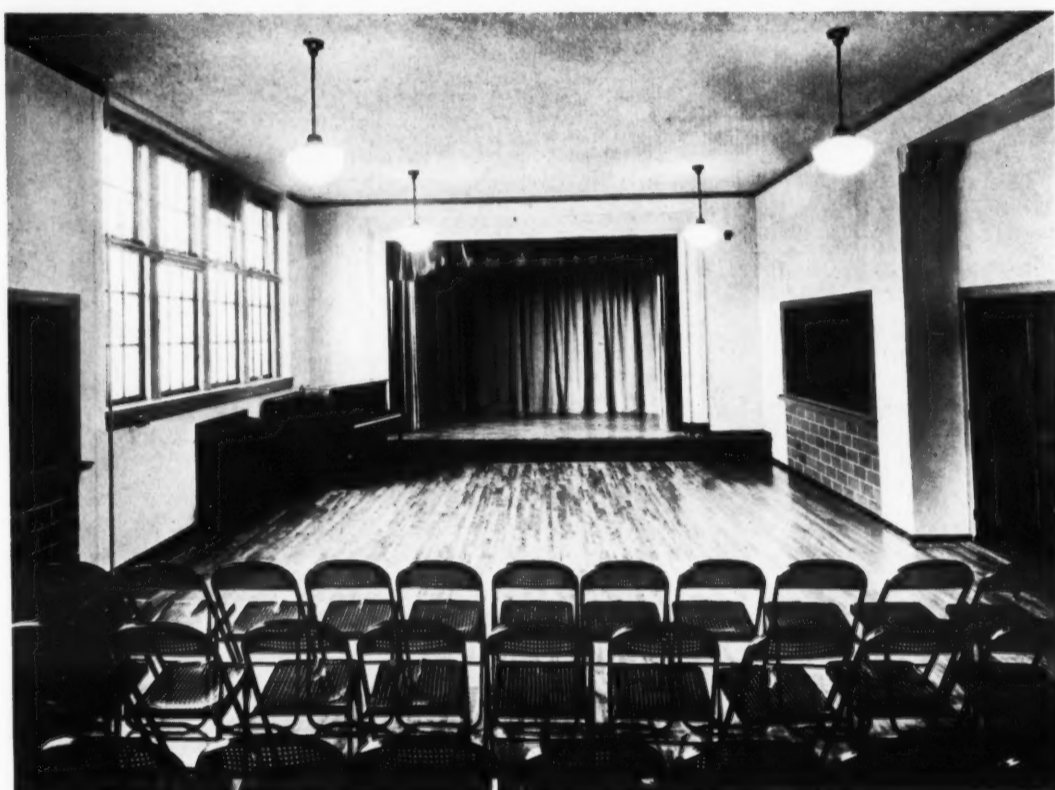
This article has presented formulas and tables showing how the number and pupil capacity of teacher stations, and the number of permanent study stations, may be determined from the enrollment, in New York State high schools of from 50 to 400 enrollment. A succeeding article will show the techniques used in the School Buildings and Grounds Division of the New York State Education Department

in applying these measures to an actual situation. In this succeeding article possible exceptions to the measures, as well as questions of equipment in special rooms, and conflicts of scheduling as they affect the number of interchangeable stations required will be treated.

Conduct Pre-School Health Campaign

The local parent-teacher council of Sioux City, Iowa, is cooperating with the Woodbury County Medical Association, the Sioux City Dental Society, and the school authorities in promoting a summer round-up of preschool children. The parent-teacher association is taking steps to insure that in September, 1934, each kindergarten entrant shall be in the best possible physical and mental condition.

A practical method of procedure has been adopted for use by the principals of all the elementary schools. This includes (1) the securing of the names of all children who will enter the schools next fall, (2) the examination of all preschool children by the nurse for vision, (3) the examination of children by the physician and dentist, (4) the examination of children in the free clinic for correction of defects when such work becomes necessary, (5) cooperation of the parent-teacher group with the committee in the follow-up of children, (6) the holding of meetings for reports.

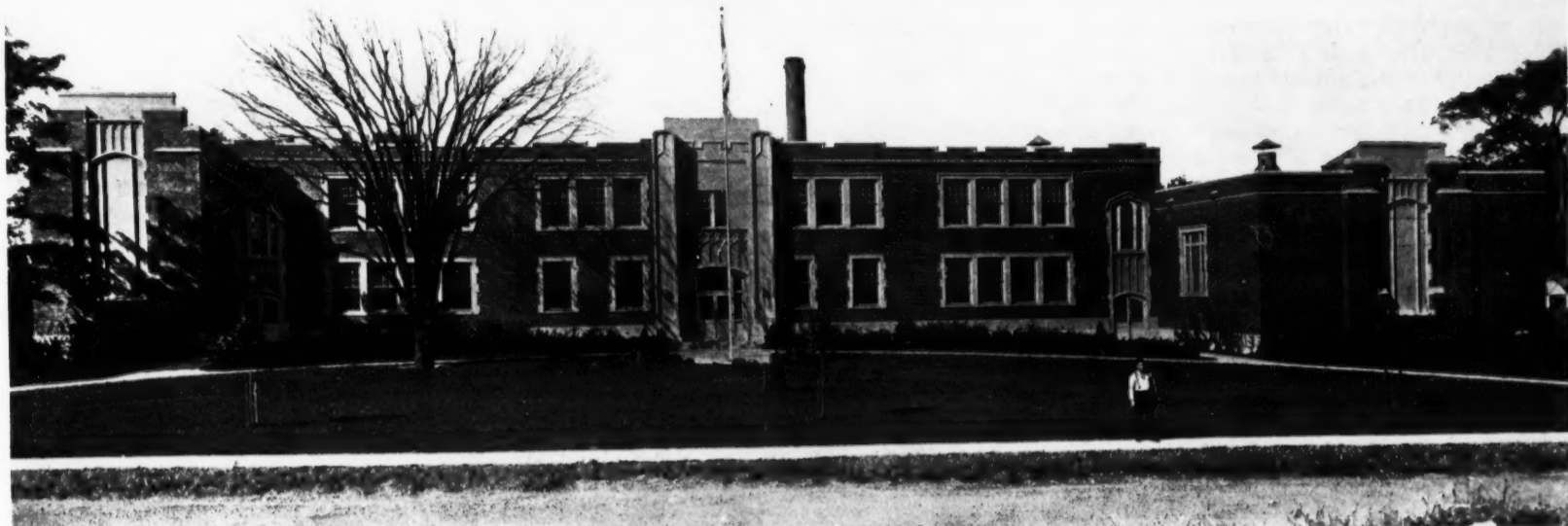


MUSIC ROOM, HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI



SEWING ROOM, HANNIBAL HIGH SCHOOL, HANNIBAL, MISSOURI
Felt, Dunham and Kriehn, Architects, Kansas City, Missouri.

²These schools were selected by taking from the group studied all schools having interchangeable classes within the range of $E \pm 12 \pm 5$, the statistical range encompassing two thirds of the total, plus a small number of other schools just beyond this range.



SHERMAN SCHOOL, WATERTOWN, NEW YORK
Lansing and Green, Architects, Watertown, New York.

A COMPLETE GRADE-SCHOOL BUILDING

The Sherman School, Watertown, New York

The Sherman School at Watertown, New York, has been planned for use both as a community center and as an elementary school in which a rather complete program of education

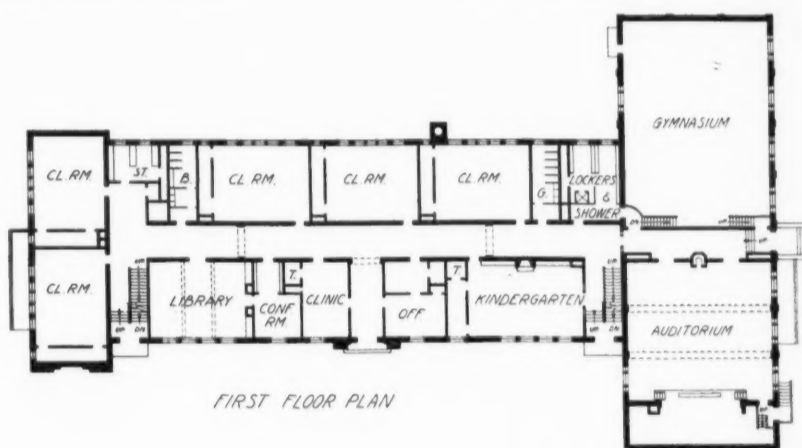
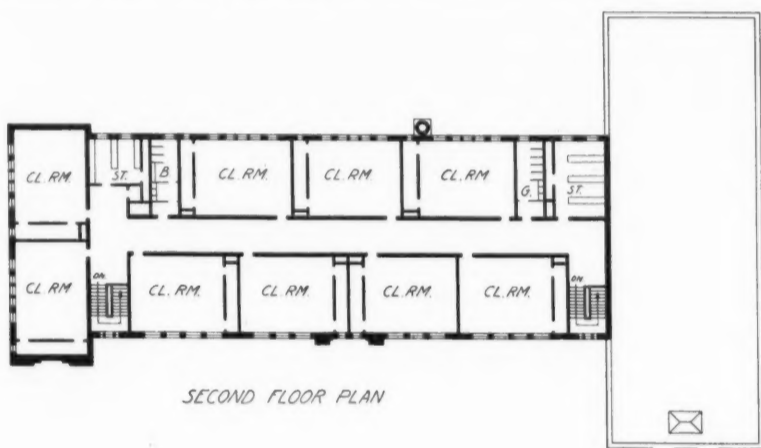
is in effect. The building houses a kindergarten and grades one to six.

There is no basement and only a small portion of the area under the auditorium is used for housing the heating and ventilating apparatus. The building includes fourteen classrooms, a kindergarten, offices for the principal, a clinic, a library reading room, a teachers'

room, and a restroom for girls. The largest room in the building is an auditorium-gymnasium which measures 45 by 56 feet.

The exterior of the building is designed in a simplified Gothic style, using tapestry brick and cut-stone trim. The inner walls are hollow tile and gypsum block, and the floor and ceiling

(Concluded on Page 65)



LIBRARY



KINDERGARTEN

School Property Appraisals for Insurance Purposes

John C. West, University of North Dakota

There is an old saying that nothing is sure except death and taxes. Fire-insurance premiums on public buildings completes the trinity, since the past few years have found public buildings insured in some way or another to the extent that the practice is, in effect, universal. During the gala decade ending along about 1929, the amount of insurance on a public building was generally determined by guess and oftentimes was based on the needs of the insurance agent rather than those of the community. Five years later, we find economic conditions entirely changed, but little change in the insurance procedure is noticeable. There is abundant evidence showing that a carefully planned fire-insurance program even now is the exception rather than the rule. The figures used in 1929 are still in general use, although replacement cost figures have been greatly reduced. There was always plenty of urging to increase the insurance load as values increased but few insurance men or schoolmen have taken notice of the fact that overinsurance is now observable.

Sound business practice demands that every possible economy in school administration should be sought out and studied, and the insurance program presents one neglected field for investigation and revision. Very few school districts are financially able to pay premiums beyond those determined by the needs of the district, and even more are they unable to absorb a fire loss without jeopardizing the school treasury and the credit of the district. The need for an insurance program adequately covering property at a minimum cost to the district is clearly obvious. Such a plan requires an agreement on the percentage of coverage based on a definite knowledge of the value of the property, the fire risk, the probable percentage of loss in case of fire, and the items entering into the making of rates. Methods of adjustment and correct procedure following a fire should also be incorporated into this plan. Three of these items are here discussed.

Determination of Percentage of Coverage

One of the first considerations is that of the determination of the percentage of coverage on given pieces of property. A frame building with a shingle roof in a locality not provided with an adequate fire department should be fully covered. A fireproof or fire-resisting building in a city maintaining a first-class fire department is not likely to suffer a total loss; consequently many authorities advocate a plan providing for partial insurance and justify themselves by the assurance that a total loss would indeed be a rare occurrence. In other words, the fire hazard enters into the determination of the amount of coverage. A division of the National Underwriters Association estimates that among 50,000 buildings a thousand fires will occur in the course of a year, the percentage of the loss of which will be distributed as follows:

	Number
Between 0 and 10 per cent.....	751
Between 10 and 20 per cent.....	107
Between 20 and 30 per cent.....	47
Between 30 and 40 per cent.....	30
Between 40 and 50 per cent.....	20
Between 50 and 60 per cent.....	16
Between 60 and 70 per cent.....	12
Between 70 and 80 per cent.....	9
Between 80 and 90 per cent.....	5
Between 90 and 100 per cent.....	3

1,000

This table indicates that the probability of a total loss is extremely slight, and it may be inferred that as a general rule a school district will be comparatively well protected if it adopts as the basis of insurance coverage a figure representing 80 per cent of the value of the property, since, according to this table, there are only eight chances out of 1,000 of a loss greater than 80 per cent. Insurance companies and some state laws recognize this fact in providing a very low cost of insurance on properties which are insured at 80 per cent of the value. This type of insurance is commonly known as coinsurance. Some companies allow a 90 per cent coinsurance clause, as well as an 80 per cent clause. In order to take advantage of this very cheap rate, policies usually carry a rider somewhat as follows:

This company shall not be liable for a greater proportion of any loss or damage to the property described herein than the sum hereby insured bears to (usually 80) per centum of the actual cash value of said property at the time such loss shall happen.

This means that if the insurance carried equals 80 or 90 per cent, as the case may be, of the value of the property at the time of the loss, the school district will receive full value for any loss up to the amount of the insurance carried. (It is possible also to carry 100 per cent coverage, in which case the insurance company will pay the full value if the entire property is destroyed.) If, however, the insurance carried does not equal the coinsurance percentage, the owner may recover only that proportion of the loss which the insurance carried bears to the amount of the coinsurance requirements. The importance, therefore, of carrying insurance up to the required amounts of 80 or 90 or 100 per cent of the value, as the case may be, is evident.

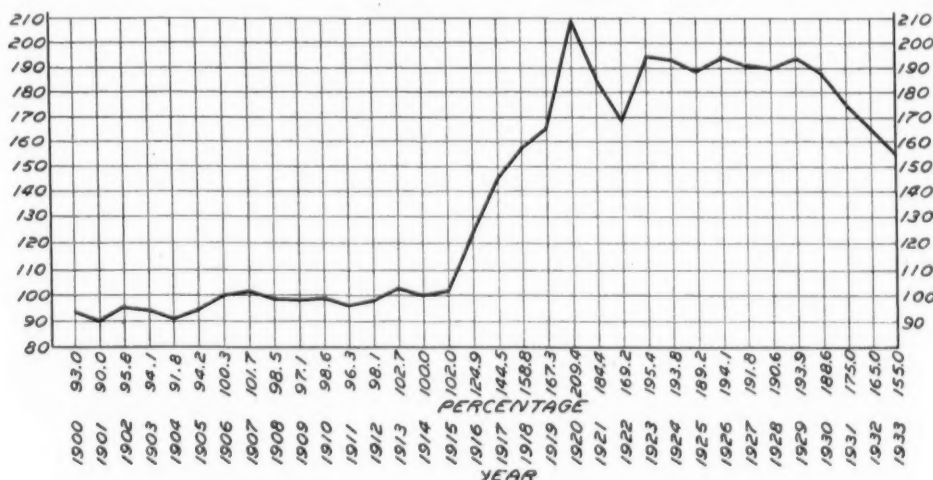
Property Values

It clearly follows that if full advantage is taken of this plan, the value of the property must be known; otherwise, in case of a loss the difficulty of establishing a value after the property has been destroyed becomes a grievous problem. A plan which includes an agreement as to the value of the property at the time of the loss on the part of the owner and the insurance company would be ideal but, unfortunately, values change with the costs of labor, materials, and depreciation, so such an agreement cannot be entered into. The next best safeguard is that of a periodical appraisal or a quantity survey.

The basis for this statement arises from the fact that an insurance company is responsible under the coinsurance clause only for the insured percentage of the value of the property

at the time that it is destroyed. In only a few states are there exceptions to this rule, and these are not clear-cut. Contrary to the belief of some school boards, the adjustment of a loss is more complicated than that of authorizing the payment of the sum mentioned in the policy. A property may cost \$100,000 and may be insured for that sum, but in case of a fire loss, the insurance company is bound to pay only the present value of the property destroyed. If the property is several years old, a certain amount of depreciation has taken place and perhaps the cost of labor and material has dropped so that the actual value of the property at the time of its total destruction may be only \$80,000. That being the case, the insurance company is bound to pay only \$80,000, regardless of the fact that the property is insured for \$100,000. An appraisal is therefore necessary not only to determine the amount of insurance to be written but to establish the value of the property at the time of the fire.

Since a knowledge of the value of a property is of prime importance at the time an insurance program is drawn up or revised and is of equal or greater importance after a loss has been sustained, it follows that the figure representing such values should be based on a procedure sanctioned by the owner, the insurance company, and the adjuster of the loss. Too often such a lack of agreement is expensive. There may be confusion in the definition of terms since conceptions of values differ. There are such terms as net worth, present worth, sound value, cost, appraised value, present value, and replacement value or cost. For purposes of insurance, the term "value" is based on cost of replacement less depreciation or obsolescence, with original cost playing little part in the scheme. To illustrate this principle, suppose a schoolhouse was built in 1930 at a cost of \$100,000. It is immediately insured for \$80,000 or 80 per cent of its cost, assuming that the cost represents the insurable value at the moment the building is completed. Four years later it is to be reinsured. The new value will be based on the cost of replacement less depreciation. Such a building can now be erected for perhaps \$75,000, because reduced labor and material costs have brought about a much reduced replacement cost. But the building has been used for four years, and the owner has enjoyed the advantages of its use. Then, also, such use has depreciated the original value. The paint, the floors, the roof, and many other parts of the building have deteriorated or have become partially worn out. Hence, the new insurance policy is written for perhaps



COSTS OF BRICK SCHOOL BUILDINGS WITH STEEL FRAMING

\$75,000 or the present replacement cost, less 4 per cent depreciation, or \$72,000, less 20 per cent for coinsurance, making the final figure some \$57,600. A survey of some thirty buildings in a north-central state disclosed the fact that 90 per cent of them were insured for more than the present value, due to the fact that their insurance program did not take into account replacement costs less depreciation.

Little attention is given to this error until after a loss is suffered; and then, too often, a board discovers that it has been paying excess premiums on insurance that cannot be collected because the value stated in the policy is in excess of the value at the time of the loss. The insurance company with a very few exceptions accepts no responsibility for this error, since most companies write the amount of insurance requested by the owner and do not question values until after a loss. A glance at the following table supplied by a large appraisal firm discloses the need of revising replacement values at frequent intervals.

Obsolescence is another factor entering into the determination of values. It is of no great consequence in the matter of buildings, but may be of some importance when equipment is considered. A map of Europe regardless of its physical condition is obsolete if dated prior to 1918. In a like manner, a steam engine used to drive ventilating fans may have a replacement value which is high and a low deterioration rate, yet such machines are obsolete and should be so considered in figuring insurance.

In the cases here set forth, the determination of value seems simple, but in actual practice such is not the case. The high bid on a new building may be 20 per cent higher than the low bid, and the successful bidder may have stood a loss, so that the cost may actually be much less than the value. Again, the rate of depreciation may be difficult to determine. In the case of older buildings, with additions or extensive repairs, the determination of the insurable value enters the field of the trained appraiser. It may be stated with confidence that school property should be covered to the extent of at least 80 per cent of its value and that coinsurance offers the most economic plan when the coverage equals or exceeds this percentage. In order to use the coinsurance plan, nearly exact values are needed as a safeguard, and such an exact knowledge is also necessary to establish the extent of a fire loss. It is extremely difficult to set up a loss figure after the evidence has been destroyed, and losses are in most states paid on the basis of the value at the time of the fire, and not on the basis of the figure mentioned in the policy, especially if the generally used coinsurance clause is used.

Property Appraisal

The real problem then becomes that of adopting a plan which will make it possible to determine the value of the building at the time of the loss as well as at the time the policy is written. The basis of such a plan is an appraisal of some kind. There is a general looseness of ideas regarding such appraisals and a common feeling that the program is complete when the appraisal is once made. An appraisal, using the common meaning of the word, may cover anything from a rough estimate of the value of property by a school-board member to a carefully prepared quantity survey painstakingly describing every cubic foot of masonry and every shingle on the roof. A rough estimate by a member of the school board based on the cost of the building or upon general opinion is entirely worthless and serves little purpose in establishing the value of the property or the extent of the loss. It is bound to be misleading if used as the basis of the amount of insurance to be carried. Somewhat

more usable are the figures of a contractor based on the plans and specifications of the building, if they are in existence, together with his opinion of depreciation or appreciation, as the case may be. While such a figure will be held by adjusters as being more accurate than a rough estimate, it still leaves much to be desired.

A system known as the cube method of appraisal consists of dividing buildings into types or accepting building classifications as grouped by the American Institute of Architects. Five general types are commonly recognized, although in many instances the different types shade into each other, thus making it impossible to include all types of buildings in so few classifications. Roughly, these classifications are:

1. Entirely fire resisting.
2. Fire resisting with the exception of finished floors, etc.
3. Fire resisting as to walls, corridors, and stairways, but otherwise combustible.
4. Fire-resisting walls but otherwise combustible.
5. Frame buildings.

These types are divided and subdivided to some extent. For instance, Type 5 may be finished with a fire-resisting roof, which may increase the value of the building. The cubic contents of a building is calculated and the replacement value is then discovered by multiplying the cubic contents by the cost per cubic foot of similar buildings of that classification. This figure is then reduced to cover depreciation between the time the building was erected and the time of the appraisal. While such an appraisal when incorporated into a record furnishes a certain amount of evidence, the variation is bound to be too great to allow the coinsurance clause to be safely used unless the value shown by the appraisal is stepped up to a figure giving a great leeway, thus increasing the size of the premium. This scheme of appraisal is imperfect and can be recommended only when local circumstances prevent a more sound practice. The figure discovered by the cube method of appraising should in every case be supported by a copy of plans and specifications of the building, photographs of the building, lists of compensating repairs, and as many other facts as are available.

The most satisfactory type of appraisal and that which is generally recognized by insurance companies, as well as adjusters, is based on what is known as the quantity survey. This includes such items as the number of cubic feet and type of masonry; the number, description, and size of joists; the composition of the roof, and the square feet therein; in fact, every item entering into the construction of the building. Such a survey also includes the general basis of construction which may enter into the replacement cost, such as the number of stories in the building and the quality of the soil which may enter into the cost of foundations. When this survey is made and written up it becomes final evidence in computing replacement costs. The description of a steel girder or a joist or the number and description of doors is final, since the quantity and type do not change from year to year. With such a quantity survey, together with price lists and a schedule of labor costs, the replacement value may be figured as of any date. A building might be erected at a cost of \$100,000 in 1914, but it might be replaced at a cost of \$180,000 in 1928, or \$140,000 in 1932. These figures are cited for purposes of illustration and do not necessarily represent actual situations. Any appraisal not supported by a quantity survey, at best, can supply only partial evidence of the value at the time of a loss and would be extremely unreliable in computing insurable values on a coinsurance plan.

Present Values

Assuming that the quantity survey has been made and that the calculation of the replacement cost based thereon has been computed, the value of the building on the date that the insurance is written must then be determined. Entering into this second calculation are many items, chief among which may be noted:

1. General depreciation.
2. Obsolescence.
3. General appreciation.
4. Wear and tear.
5. Repair and replacement.

General depreciation is considered to be the result of age or physical deterioration, due to length of service. The roof of a building or any material part may illustrate such a depreciation. To cite a familiar case, kalsomine on plastered walls suffers a general depreciation. The ordinary life of a piece kalsomined may be five years, but at the time insurance is written the kalsomine may have been on the wall for three years. Its value at that time is two fifths of the replacement cost. If the building burns a year later, a claim for one fifth of the cost of rekalsomining will be allowed. It should be kept in mind that the original cost of such a roof or such kalsomine is ignored, and the figure used is that of the cost of rekalsomining at the date of the loss less the general depreciation.

Obsolescence is an item which must also be subtracted from replacement cost. Steam pumps are not generally installed in school buildings at the present time and, due to the fact that they are not generally manufactured, replacement costs may be extraordinarily high. Nevertheless, such pumps, regardless of their condition, are considered obsolete and a deduction should be made from the replacement cost, since on replacement such pumps would be discarded in favor of less costly electric pumps.

Wear and tear must be considered in cases where it seems to be separate from age deterioration. Maple floors in a corridor are used up more quickly than the same floors in a classroom. Although the replacement cost may be the same per thousand square feet, and although the age of the floors is the same, nevertheless, separate figures for deterioration should be set up.

Repair and replacement will enter into insurable values. Oftentimes these items may offset general depreciation. A new roof on an old building may not disturb the replacement cost but must enter into figures representing general depreciation and wear and tear.

These items are mentioned to show that the matter of the appraisal of property is somewhat complicated and to explain in part what seems to many school boards to be an excessive cost of an appraisal. A complete appraisal, however, when once made can be kept up-to-date at very little cost. The original cost may be from three eighths to one half per cent of the appraised value, but to arrive at an appraised value of the same property a year or twenty years later carries only a nominal charge. Possibly twenty dollars may bring down to date an appraisal figure based on a quantity survey of a building the value of which may be one or two hundred thousand dollars. This, of course, depends on the amount of repairs made in the meantime and other factors due to local conditions.

The Selection of an Appraiser

In order to determine the amount of insurance to be carried and to protect the owner in case of loss, it seems to be evident that a complete appraisal based on a quantity survey is of the greatest importance. Appraisers are professional men who do little advertising and the question as to the selection of a firm of appraisers is sometimes troublesome. Any edu-

Administrative Relationships in City School Organization

Harold R. Maurer, Superintendent of Schools, Garfield Heights, Ohio

Studies of administrative relationships in cities of the United States having less than 25,000 population, reveal the fact that comparatively few boards of education have definitely agreed upon a type of administrative organization. These findings, however, in no way constitute an argument for not having a definite agreement and understanding on this matter. We believe that certain advantages are inherent in a recognized scheme of administrative organization.

There are, in the main, two recognized types of administrative organization; namely, the unit and multiple. In the unit type of school organization, one individual, the superintendent of schools, administers in person or directs the administration of the entire organization. All school employees, business and educational, are subordinate to the superintendent of schools, who in turn is responsible to the board of education which represents the public in all school matters. In the multiple type of organization the business matters are administered in person or are directed by one or more persons who are coordinate to the superintendent of schools. In this type of administrative organization the business executive or executives are directly responsible to the board of education. It is clear from this that in the unit type of organization the business executive or executives are subordinate to the superintendent, whereas in the multiple type such executive or executives are coordinate to the superintendent.

In industrial management, examples of divided control are infrequently found. Dual responsibility is the exception rather than the case. We feel, therefore, that the board of education in approving a type of administrative organization should sanction the unit type, diagrammatically sketched on the chart accompanying this report. The trend in organizing and reorganizing city school systems is decidedly toward the adoption of the unit of organization. The tendency is to make the superintendent of schools the chief executive officer of the board of education with all departments of school administration ultimately responsible to him. Reeder¹ in his book *The Business Administration of a School System* cites the following advantages of the unit type of organization:

¹Reeder, Ward G., *The Business Administration of a School System*, pp. 17-18. Ginn (1929).

The accompanying valuable paper is a reprint of a report made by the superintendent of schools in a city of 17,000, with a school enrollment of 2,600, and was prepared in response to a request by a member of the board of education. It is so suggestive and so helpful that it is worthy of serious study by all school-board members who are readers of the JOURNAL.—Editor.

1. It provides for centralized control, and centralized control is considered to be, at least in all other fields of endeavor, a first principle of efficient management. Try to imagine a company of soldiers having more than one captain!

2. It tends to prevent the development of friction which frequently occurs in multiple-headed organizations. It secures coordinated effort.

3. It effectively guards against the waste due to duplication of effort which frequently occurs in the multiple type of organization.

While the multiple type of organization still prevails in some of our larger cities (notably Harrisburg, Pa., and Indianapolis, Ind.) the current trend is decidedly in favor of the unit type. The inherent defects and weaknesses of the multiple type of organization are ably summarized by H. P. Smith² and stated as follows:

1. The administrative organization of a multiple-type city may include one or more executive officer whose point of view may be other than educational, a situation which may profoundly affect educational practice.

2. The lack of an educational point of view may result in the improper planning or equipping of school buildings where the business executive is responsible for this phase of the work of a school system.

3. The proper maintenance of the school plant may be seriously handicapped for educational activities due to the lack of an educational point of view.

4. The lack of an educational point of view in the business executive's office often results in the purchase of cheap and improper supplies for educational purposes.

5. The division of administrative authority and responsibility characteristic of the multiple-type organization fails frequently to center responsibility definitely on one individual and permits a shifting

²Smith, H. P., *The Business Administration of a City School System*, pp. 58-82. Teachers College, Columbia University (1926).

of responsibility on the part of one executive to another.

6. The administrative organization characteristic of multiple-type cities may result in such an attitude on the part of one executive toward another that affairs are conducted on a purely personal basis.

7. The administrative organization of a multiple-type system may result in a lack of adequate planning and reporting.

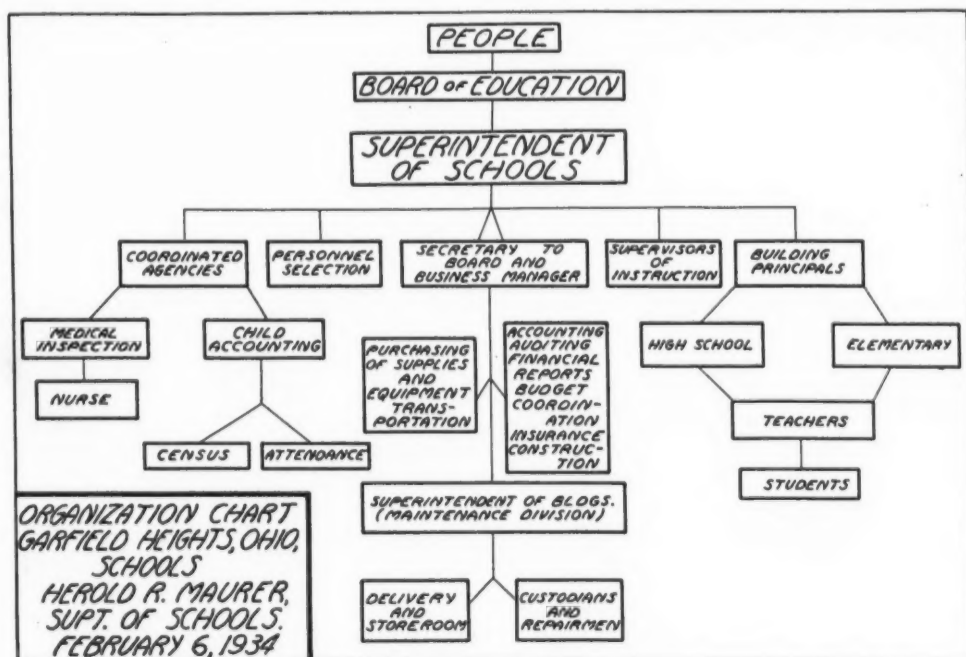
8. The administrative organization characteristic of multiple-type systems may result in hampering the execution of policies of the educational department or even actually determining them.

In addition to the weaknesses cited, the multiple type of organization has another serious weakness that is pointed out by Reeder; namely, that it frequently plunges the school system into "politics," a situation in which the victor often demands the spoils. It is unnecessary to point out that the indiscriminate appointment of school officials and employees without due consideration of their personal and professional fitness and without regard for training, experience, and competency is inimical to the best interests of the boys and girls in any community.

Thus far no specific action has been taken by any previous board of education with respect to a definite type of administrative organization. However, it might be pointed out that the Garfield Heights schools have been operating under what is essentially the unit-chief-executive plan. By this we mean to imply that administrative functions, such as the employment and dismissal of teachers has been left to the discretion of the superintendent (subject, of course, to the approval and confirmation of the board) and that the business office and maintenance division have been subordinate to the office of the superintendent. The administrative relationships between the various departments of this school system have been harmonious, and we feel merit continuance.

Fundamental Principles of Administrative Practice

It is highly important that each teacher in a school system have a definite working philosophy of education and that the philosophy be his or her own. The administration of any school system has a definite responsibility in helping teachers to formulate and modify their philosophies of education in the light of modern educational techniques and procedures. This is important for the reason that the educational philosophy and thinking of the teacher will largely determine procedure in the classroom. We, therefore, accept the thesis that administrative practice is inextricably associated with teaching practice, and we believe that the administration practices should be guided by certain definite stated principles. Diversity of administrative practice can be attributed to any of three causes: (1) belief in different administrative principles; (2) differences in the application of accepted principles; (3) ignorance of all principles. Diversity due to ignorance is absolutely inexcusable but certainly very common. Not a few schools are administered by the "dead hand" of the past, and occasionally administrators are found who are totally unaware that such a thing as a philosophy of administration exists. Such schools invariably reveal chaotic conditions with conflicting and fluctuating policies — schools in which each problem is solved according to some temporary expedient. Eventually, in a situation of this kind, the school board and the public come to feel that



lasting policies in a school system are unnecessary and changes in personnel become frequent. In this way the weaknesses of faulty administration are made to multiply.

Apparently there must be a sound basis for any set of administrative principles. The basis must necessarily be found in a clear statement of an acceptable philosophy of education. We have in mind a philosophy which contemplates the socialization of the individual student through self-controlled participation in the democratic society of the school. The central thought of this is simply socialization through democratic participation. It is my belief that administration will be sound just insofar as it serves and contributes to that end.

The implications of this philosophy are obvious and will doubtless elicit no protest. In practice it means that every administrative principle, as stated in the list which follows, must be applicable alike to every member of the school, whether he be principal, supervisor, department head, teacher, or pupil. Specific applications merely represent the meaning of the principle in terms of the respective or particular function involved. The following ten principles summarize the implications of this stated philosophy insofar as the administrative practices of this school system are concerned:³

1. *Principles of Training Shall Determine Principles of Procedure.* This means that the child is always considered greater than the institution. Stated otherwise: We propose to have teachers teach John and Mary by means of arithmetic rather than teach arithmetic to John and Mary. There is, very obviously, a difference. Dishonesty, for example, should be treated primarily as an act wrong in itself and secondarily as a violation of a school regulation.

2. *Responsibility and Control Run Parallel Throughout the System.* In the allocation of duties, subordinates should carry a maximum of authority consistent with the accomplishment of the more general aims of administration. This might well be termed the principle of delegation of authority. Too little or too much authority may be delegated. Both conditions represent evils. There will be no growth without participation and similarly there can be little growth through misdirected efforts. This principle applies in the distribution of function between the school principal and the superintendent. The principal is in charge of his school in all phases of its activities as an institution. On the other hand, the superintendent is in control of any function which involves the coordinated activities of the school with others in the system.

3. *The Unity of the Entire System Must Be Realized and Recognized by all Staff Members.* This might well be termed the principle of integrality. This principle, as stated, has its implications of the classroom teacher who must necessarily have a proper perspective of her duties. She must, in fact, have the marked ability to see clearly beyond the walls of her immediate classroom and coordinate her efforts with those of others. For many teachers, this means a reevaluation of aims and objectives in particular subjects. It implies teacher cooperation in all functions of the school (curricular and extra-subject matter) which seek the advancement and socialization of the individual student and it means that such cooperation must be horizontal as well as vertical.

4. *Initiative Should be FORTHCOMING from Workers Themselves.* Teaching requires a high degree of expertness in all cases where it is effective. It is not a mechanical process and hence the personal factor is highly important. The same procedure is not often equally effective with two teachers and a rigid regimentation of a staff of workers is, therefore, detrimental to



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progress in the true sense of the word. Teachers who lack the requisite professional "urge" and lack the initiative so necessary for improving their work should be summarily dismissed and the vacancies filled with those who display the proper attitudes.

5. *Every Member of the Organization Shall Have a Maximal Part in the Determination of Policies.* This might be termed the principle of administrative participation. Democracy implies intelligence and is impossible of attainment without it. The administrator of a school system can expect cooperation only insofar as his subordinates understand and share his aims.

6. *The Special Capacity of Each Worker in the System Should Be Utilized to the Best Possible Advantage.* This is the principle of adaptation and calls for a reciprocal adaptation of organization and equipment. Maximum efficiency of the school organization is best secured by assigning staff members, insofar as is reasonably possible, to the special work for which he or she is best fitted. "Fitness," however, implies something more than academic fitness. The term must necessarily embrace personal fitness for dealing with special groups of students, physical fitness for exacting work and social fitness for leadership in student organizations.

7. *The Special Function of Each Separate Unit in the System Should Be Clearly Understood and Defined without Overlapping.* This is the principle of definiteness of function. Disregard of this principle invariably leads to misunderstandings, neglect of duty, and duplication of effort. Definite responsibility induces the necessary action. If two people are jointly responsible for the same piece of work, it is obvious that they cannot be held responsible individually. Definiteness of assignment infers that the results to be secured are clearly defined and indicated, but staff members should be and are allowed the greatest freedom of choice with regard to means and method to be employed in securing the results. It is clear that the application of this principle tends to specify the "what" but not the "how."

8. *In All Matters of Administrative and Teaching Procedure Relative Values Shall Be Recognized.* The principle of relative values needs no defense and very little explanation. Phases of school life that develop character, citizenship, and proper social attitudes should outweigh mere "information getting." The school principal who devotes a major portion of his time to routine clerical duties in the office for the sake of constructive administration and

neglects his most important professional responsibility, namely, the supervision and improvement of instruction within his school, violates this principle.

9. *Recognition Shall Be Given Members of the System for Their Contributions to School Progress.* This is the principle of recognition through approval. It is applicable both in the dealings of the administration with the teachers and employees and in the relationship of teachers and their students. Approval of this kind is a necessary incentive for further constructive work and effort. It develops self-confidence and assurance with the new and timid teachers and motivates the work of the experienced teacher. It is an old truism that "nothing succeeds like success" and the application of this principle must be made with the realization that the concept of successful endeavor is not necessarily the same for any two people. Supervision must provide for, induce, and recognize increased efficiency on the part of teachers. Schools are capable of "making teachers" in the same sense that teachers "make schools."

10. *Participation in the Functions of the School Shall Be Coterminous with the Performance of Function.* This is the principle of continuance of participation, and implies that participation in any activity or capacity may continue as long as there is reasonably efficient fulfillment of the function which the participation involves. For the superintendent, principal, teacher, this means tenure of position; for the pupil it implies the right to attend school, or to participate or lead in its activities so long as the requirements are faithfully performed.

The obligation of the administration to provide maximal tenure of position to teachers is based on the rights of both teachers and pupils. Two further implications of this are indicated: (1) Administrators should, insofar as possible, familiarize themselves with the qualifications and efficiency of teaching candidates *before* rather than *after* appointment. (2) Teachers who are ambitious for better positions should consider the interests of students, as well as their own personal motives, before arriving at decisions to make a change. The principle is also applicable on the student level. The student officer who persistently violates the disciplinary regulations of the school thereby automatically disqualifies himself for further retention in office.

We have enumerated the foregoing administrative principles with the thought in mind that members of a board of education should be conversant with the philosophy and principles governing administrative procedure. The board of education is frequently called upon to approve the recommendations of its superintendent, and it is important that they should be familiar with the basis on which these recommendations are made. A board of education that is uninformed, or misinformed, can readily through its deliberative actions and resolutions, ruin the philosophy of a school system and disrupt the morals of the teaching force in a comparatively short time. Mistaken action of this sort is diametrically opposed to the fulfillment of its purposes as a board. The number and variety of principles (such as are stated above) can be extended almost at will. It is the conviction of your superintendent that the principles herein enumerated are more fundamental than any others which might be named, in that they represent more immediate corollaries of the philosophy mentioned at the start and are, therefore, more general in their application. In concluding this section of the report, we might point out that when the educational systems of our nation attain a unity of educational philosophy, it is likely that a diversity in the acceptance of the fundamental principles of administration will largely disappear.

³Foster, Herbert H., *High School Administration*, Century Company (1928), pp. 22-43.

The Board of Education and Functions of Administration

The administration of any school system involves the performance of three distinct and separate functions: (1) the formulating of policies, (2) the execution of policies agreed upon, (3) ascertaining how well and to what degree the policies are operating. The last mentioned is the function of appraisal. The first mentioned function is legislative; the second is an executive function; while the third is inspectorial. The legislative function is distinctively within the province of the board of education, while the second and third functions constitute those belonging to the administrative officer (chosen by the board) and his subordinates. The correct allocation of these functions may be thought of as being theoretical, but there are numerous practical considerations. Questions arising should ultimately be decided on the basis of "who can most efficiently perform the function in questions."

The school-board member is a most important force in shaping the course of education within any given community. A school system cannot hope to achieve beyond the hopes, ideals, aspirations, and appreciations of the individual members of the board. In the final analysis, the responsibilities of a school-board member are perhaps greater than those of any other public official. Certainly, mistakes in policy are more costly, even though they may be less apparent at the time they are made, than those made by other public officials, inasmuch as hundreds of children stand to profit or lose through the deliberative actions and decisions made by the board.

The chief function of the board is to formulate policies and to enact legislation. Such action should be taken advisedly and the opinions of executive officers should be sought. If the opinions of executive officers are not worth seeking, there should be new executive officers. Recommendations which are made to the board by executive officers should usually be adopted, and the final decision as to the worth of such policies should always be reserved to the board of education. Policies should then be executed by the board's professional experts, because the members of the board, as a rule, are busy people who have neither the time nor the specialized knowledge requisite for an efficient execution of policies. After the policies have been executed, information should be gathered showing the extent to which they have been executed. These reports reflect the efficiency of a school system and serve appropriately, as a basis for the enactment of future policies. The compilation of such data is perhaps the function of the administrative officer.

It is patent that the administration of any school system, regardless of its size, is a technical function and should, therefore, be performed by persons who have been specifically trained for the work. We might say in this regard, that the function of the board of education is not to run the schools, but to see that they are run satisfactorily. A board of education which views its prerogatives correctly will provide the executive officer upon his nomination, with a staff of competent associates. Tenure in the school system will be based strictly on merit, loyalty, and coöperation as well as the ability of subordinates to carry out the policies of the board and to do the work assigned them. Individual members of the board will refuse to discuss matters of placement or appointment with subordinates or candidates, and will refer all such matters to the executive head. Individual members of the board, once the board as a whole has accepted or agreed upon a policy, will give the executive head the benefit of their support in his attempt to execute the policy, regardless of their personal feelings or conviction.



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It must be recalled that the superintendent of schools is obliged to execute the wishes of the majority at all times, and the morale of a school system demands the unequivocal support of the

individual members. The executive head, therefore, is entitled to this support when agreement is reached in a special or regular meeting of the board.

We have in this section, discussed at some length the significance of the administrative functions of the board with the hope that this will contribute to a clearer concept of our mutual duties and obligations. The progress which any school system can be expected to make depends largely upon the morale of its staff of workers, and the morale of the workers depends almost entirely upon the attitudes of the individual members of the board. Lack of working harmony among the members of a board is deleterious to the school system as a whole. As your superintendent, my sole professional responsibility is to protect and advance the educational facilities for the boys and girls of Garfield Heights. It has always been my policy (and I propose to continue in this) to refuse responsibility to any special interests or "cliques" who may selfishly seek privileges which are in any way detrimental to the school children. In this work I earnestly solicit your coöperation, help, and counsel.

(The recommendations of the foregoing report were considered at two successive meetings of the Garfield Heights school board and were adopted unanimously with instructions to the superintendent to make the recommendations effective. — Editor.)

The South Faces a Difficult Problem in Financing Schools

Fourteen southern states are making a greater effort to support public education, considering their per capita wealth, than the average state. Despite this effort it would require more than \$400,000,000 additional expenditures to bring outlays for education up to the national average. These facts are among the findings of the committee on financial support of the National Conference on the Education of Negroes called by Secretary Harold Ickes at the Department of the Interior, Washington, D. C., May 9 to 12. Dr. Fred McCuiston, of Nashville, Tenn., is chairman of the committee which has been studying the problem of financial support for Negro Schools.

Following is a summary of the more important findings of the committee:

According to the *Blue Book of Southern Progress*, there are twelve states having a total per capita wealth of less than \$2,000. All of these are in the South. Florida, Virginia, West Virginia, and Maryland are above this minimum. The average wealth per capita in the South in 1930 was \$1,785, as compared with \$3,609 for the states outside the South.

The effort to support education, as measured by the per cent of all tax collections expended for schools, changes this picture considerably. Of the seven states expending less than 35 per cent of all state and local tax collections for education, two are located in the South. The average expended by 14 southern states was 41.3 per cent as compared with 40.2 per cent for the country as a whole.

According to the 1930 reports of 13 southern states, there was a total of \$331,157,842 expended for public schools. Forty per cent of this amount was contributed by local districts, 31 per cent from state sources, 28 per cent from county sources, and .6 per cent from federal sources.

Dr. Paul R. Mort in his study, "State Support for Public Education," shows 11 states expended less than \$15 per capita total population for education in 1930. All of these are southern states. The per capita expenditure in the several states ranged from \$7.50 in Georgia to \$36.88 in Nevada, with an average of \$21.30 for the country as a whole. No southern state reached the average for the country.

Reports from 11 southern states for 1930 show an average expenditure per pupil of \$35.42. How-

ever, when expenditures are separated into racial groups, we see that there was an expenditure of \$44.31 for each white pupil enrolled and \$12.57 for each Negro pupil enrolled.

Expenditures for Teachers' Salaries

A study of the salaries for white and Negro teachers reveals about the same inequalities as exist between total expenditures. In 1930 the average annual salary paid white teachers in eleven southern states was \$901, ranging from \$715 in Arkansas to \$1,546 in Maryland, while the average paid Negro teachers in the same states was \$423, ranging from \$226 in Mississippi to \$1,168 in Maryland.

Salaries paid city teachers range much higher than those paid county or rural teachers. Reports from six southern capital cities show a median annual salary for 1930 of \$1,362 for white teachers and \$888 for Negro teachers.

In 1930 ten southern states transported 749,434 pupils at a total cost of \$12,782,414. Slightly less than 2 per cent of the pupils transported were Negroes and less than 2 per cent of the funds were expended for their transportation.

Investment in Public-School Property

The total investment in public-school property in 15 southern states in 1930 was \$1,086,942,000, or \$123 per pupil enrolled, as contrasted with \$242 per pupil in the country as a whole. The average investment for plant and equipment for each white pupil was \$157, and for each Negro pupil \$37.

Some type of equalization fund has been used in the South for a number of years, though the idea of a large state fund created to equalize educational opportunities is relatively new. Ten of the southern states had equalization funds in 1930 amounting to more than \$20,000,000, and the amount has been increasing annually.

The 92 higher institutions had plants and equipment valued at \$52,869,578 in 1932. The 33 public-supported schools were valued at \$29,578,901, representing an increase of approximately 400 per cent during the past 15 years.

Additional Funds Needed to Equalize Expenditures

1. *Educational Expenditures:* Eleven southern states spent a total of \$240,180,180, or \$35.42 per

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A New Program in Vocational Guidance

Martha P. McMillin, San Bernardino, California

Educators generally concede that some system of vocational guidance is highly desirable for every secondary school. Heretofore, however, no effective system tested by experience has been available, with the result that high-school administrators have had to initiate their own experimental program, which too frequently has ended in failure and ultimate discard.

In this age of overcrowded vocations, it is more than ever imperative that young people begin early to study the vocational field, to select their lifework, and to specialize in those subjects that will best fit them for that work. Many high schools have met this need by incorporating "Vocations" as a regular subject into the curriculum. Unfortunately, only a very small percentage of the student body can be reached in this way. Consequently, it is necessary that the high schools devise and initiate some vocational-guidance plan that will include every student enrolled.

In this connection, it might be helpful for administrators to consider a plan tried out in a Southern California high school during 1932-33, and used with minor changes for the ensuing years. This program, though used with a school of 1,800 enrollment, may be readily adapted to a larger or a smaller student body.

The First Plan

The plan as originally adopted was essentially simple, flexible, and in no sense burdensome to either faculty or students. First, a special faculty committee was appointed to plan, direct, and supervise the entire program under the leadership of the assistant superintendent of city schools. Though the final vocational meeting was scheduled for May of the following spring, the committee began work in October.

This general plan was adopted:

1. Each student in the homeroom or advisory group, under the direction of his adviser, decided upon the two vocations that most deeply interested him.
2. From these selections a list was compiled of the 22 most favored vocations among the boys, and the 21 favorites among the girls.
3. A week later each student was given mimeographed sheets containing specific information about his two vocational choices.
4. At regular advisory meetings throughout the year, the adviser discussed with her home group, all the occupations of their choice, basing the discussion upon the mimeographed sheets, personal observation and experience, and regular assignments in the vocational department of the school library.
5. Students were furnished with a copy of an ideal course of study in preparation for their chosen lifework, and advice upon a list of subjects and natural abilities necessary for success in that field.
6. In May, after all the vocations had been thoroughly discussed in each advisory group, prominent local representatives of each vocation were detailed by the town's service clubs to talk for an hour to segregated groups of students interested in that particular profession. These speakers spent two hours at the high school, talking to separate groups so that each student was able to get advice on his two preferred vocations. At the end of each talk, questions were answered and discussed.

As a climax to the year's program, a nationally known lecturer gave an assembly talk on the qualities necessary to success in

any field of life. This was supplemented by other general talks by out-of-town speakers. Thus, by the end of the school year, each student had become "vocation conscious," and was giving more serious attention to his life-work than he had ever done before. In order that he might continue this study during the summer vacation, the student was given a bibliography of vocational books.

Suggestions to Students

After the preliminaries were out of the way, early in December, the actual work of guidance was begun. Each student in the advisory group was given a copy of the following suggestions:

I. It is the purpose of this vocational-guidance program to encourage you to make a study of yourself, and a study of the various occupations that go to make up the world's work, so that you may be able to decide upon and select the vocation to which you are best adapted, and from which you may secure the most satisfaction and happiness for yourself, and render the greatest service to your community.

II. It is necessary to be sure that we are taking the subjects in school that will help us most when we get out into life. This makes it necessary to have some idea of the work we expect to do for our life's task.

III. Each person must ask, "What particular vocation shall I choose?" There are six steps which must be taken by the person who refuses to drift, and determines to know why he chooses his vocation.

1. He must discover his interests and abilities.
 2. He must study the world of occupations.
 3. He must make a choice of a vocation.
 4. He must prepare for his chosen calling.
 5. He must make a successful beginning in his vocation.
 6. He must make readjustments and secure such promotion and progress as are possible for him.
- IV. Outline for the study of an occupation:
1. How is the occupation important for the welfare of society?
 2. What kind of tasks does the worker perform?
 3. What are the advantages of following this occupation?
 4. What are the disadvantages and problems?
 5. How can a person prepare for this calling?
 6. What other qualities must he have?
 7. What income must be expected?
 8. Does the occupation help the worker to live a full life as a citizen and private individual?

V. One must study a number of vocations so that he can make comparisons. Our plan is to have you choose today the two vocations which are most interesting to you. You will then be given material during other vocational advisories which will assist you in learning the facts about these.

VI. The purpose of this vocational-guidance program is to supply information regarding occupations and to provide expert counsel which will assist you in choosing, preparing for, entering, and progressing in your vocation.

Some Vocations Studied

Following these six main suggestions the vocation choices made by the girls were listed. Among those listed were beauty culture, banking, commercial art, dancing, doctor's assistant,

dramatics, dressmaking and designing, department-store work or salesmanship, homemaking, library work, newspaper work, nursing, office work or bookkeeping and accounting, radio, social-welfare work, secretarial and stenographic work, teaching, telephone work, music teaching.

Then followed the selected list of boys' vocations: agriculture, cattle raising, aviation, army and navy, auto repairing, banking and bonds, business, commercial art and lettering, civil engineering, civil service, dentistry, electrical work, forestry, law, medicine, metal trades, newspaper work, printing and allied trades, real estate, social service, salesmanship, and radio.

The plan outlined above is the one tried out in 1932-33, and adopted, with a few modifications, for the ensuing years. Perhaps the most important change is the organization of definite study groups to supplement the homeroom groups. These groups are composed of all boys or girls who expect to follow one particular vocation, and are placed under the special jurisdiction of one teacher trained or experienced in that vocation.

In order to ascertain special faculty abilities, the committee last spring sent to all teachers a questionnaire reading: "Please indicate in the designated space, the special training or experience you have had in any of the following lines of work." Then following was a list of the thirty most popular vocations. The teachers were asked to specify their first, second, and third choices in vocational sponsoring, and to indicate whether they preferred boys' or girls' groups.

When the data were assembled, the vocational-guidance committee discovered that every teacher had earned wages in some other field besides teaching and that there was a surprisingly wide diversification in the types of work. It was a simple matter, then, to allot specially trained leaders to the various groups.

How Teachers Were Chosen

Of course, the instructors of the highly specialized subjects fitted naturally into such a vocational-guidance program. The hygiene teacher sponsored the nursing group; the gymnasium teacher handled those desiring to be athletic coaches; the homemaking group was turned over to the sewing teacher; the commercial teachers advised the large group intending to make a livelihood at secretarial and stenographic work; the journalism teacher sponsored the newspaper group; and an English teacher who contributes to magazines volunteered to advise those who elected to follow the "literary" profession.

The list might be expanded almost indefinitely, but any committee appointed to work out the details would have little difficulty in finding competent, experienced faculty sponsors for each group. Naturally, it is best to let the teachers volunteer to lead the group he or she is most interested in.

In the program followed in 1933-34, these groups have been given a regular monthly meeting time and place. They discussed various angles of their chosen profession, worked out library assignments suggested by the sponsor, reported on personal interviews with local men and women, and heard talks given by outstanding members of their selected vocation.

This study group plan is not entirely experimental as it was given a test trial during the preceding year and won faculty and student approval. It has the great advantage of bringing together students of similar aptitudes and

ambitions, of permitting them to discuss and interchange their ideas, and of fostering an organization toward a single, definite aim—success in one particular field of endeavor. Furthermore, this plan greatly encourages the students to read widely in those vocational-guidance books and in magazines that may aid them in making a wise choice of their lifework. In addition, each group is furnished with a list of colleges in the United States, with an analysis of the types of vocational and liberal-arts training emphasized in their curricula.

Homeroom Study

The homeroom is playing an increasingly important part in the vocational-guidance program. The only objection previously made to the homeroom study plan, was that it gave an additional load to an already overworked faculty. In order to eliminate this extra burden of gathering vocational material, faculty committees last spring devised a definite course of study for all homeroom groups.

This course includes definite topics for study, research, and discussion; and supplements the guidance program arranged for the junior-high-school grades. This latter program has three specific aims: (1) to lead the student into habits and efficiency of independent study; (2) to orient the incoming junior-high-school student to the changing situations involved in the secondary school; and (3) to give him a background of knowledge of his interests, abilities, opportunities, and possibilities in the vocational field, with the purpose of assisting him to discover further educational fields.

The course for the senior high school includes study of the job, job ethics, how to get a job, hobbies, and the use of leisure time. For each of the many subdivisions, a lesson plan is used, consisting of questions, explanations, illustra-

tions, and bibliography.

By means of a regular, adopted course, then, a single unified plan of vocational guidance continues for the homeroom from the seventh grade through senior high school. Thus, it is hoped that by the time a student is ready to go to college, he will have very definite ideas and a thorough knowledge of vocations, of how to plan his further schooling, and of how to succeed in his chosen lifework.

In order to give a better perspective on the vocational-guidance program as finally evolved, the following summary may be helpful:

1. The appointment of a faculty vocational guidance committee to plan, direct, and supervise the entire program.
2. The survey of the student body to determine the numbers of students interested in each vocation.
3. The study of vocations in the homeroom groups, meeting for approximately forty minutes every month, and following the course of study outlined.
4. The monthly meetings of vocational study groups composed of those interested in one particular profession or trade.
5. The final celebration of "vocational week," when student assemblies are turned over to lectures by outstandingly successful members of various professions. Before this time, however, the bimonthly meetings have given each student the opportunity of hearing 54 vocations discussed, as three have been taken up at each of the eighteen meetings held during the year. During the next three years, then, the now-sophomores will have heard 154 speakers on that many different vocations. This plan is an improvement over the one previously used, as students are given a more comprehensive survey of the entire field of life-endeavor.

natural yet dignified so that he does not permit himself to become involved in ridiculous situations? (4) Does he see items in their proper perspective and significance and direct coöperative thinking with dispatch and effectiveness? (5) Can he evaluate the work of teachers and organize them in such a way that each feels his own responsibility for his own work and without jealousy recognizes the place of his fellow teacher in the school as a coöperative agency? (6) Can he point out clearly the social responsibility for real service instead of excuses and apologies? (7) Can he sense the difference between mistakes and offenses so that others in his system can trustfully report the happenings of the day? (8) Does his judgment as a superior officer approve real quality or does he popularize stunts and temporary cleverness? (9) Does he keep confidences? Does he respect the originality and initiative of those in his school who would do something different? (10) Does he realize that teachers are impelled to action by motives other than financial pressure and fear? (11) Does he know the significance of many educational results not determined by brightness in children? Does he teach these aims to his workers and inspire them with his sincerity in analyzing the achievement of these educational goals?

More than one question can be asked about the principal as a person in the position of leader in solving a problem in a school. For emphasis may we repeat that the direct influence of the principal as a leader is important in determining the educational results implied in the solution of all such problems.

Emphasis is here placed on the in-school leadership of the principal. He has responsibilities for affecting the lives of others in extra-school contacts. In either setting leadership calls for certain qualities and abilities in the principal himself. Knowledge of present social conditions and the ability to think calmly are perhaps of greatest importance. The committee that prepared the *Eleventh Yearbook of the Department of Superintendence* lists four general principles of educational leadership as follows:

General Principles of Leadership

1. Educational leadership is exercised in and for a democracy. In amplification of this the committee says: "In a state where the people are searching for social justice through a democratic mode of living, the school must reflect their aspirations." This calls for a principal of a school who is himself a leader by a democratic method of control.
2. Educational leadership recognizes the school as one of many institutions developed for the improvement of the social structure.
3. The school is dependent for its support and its success upon the faith and will of the people.
4. Educational leadership finds expression through the personality of individuals. The committee describes the needed personal power of the leader in the following terms:
5. Educational leadership is based on character, intelligence, feeling.
6. Educational leadership requires judgment, patience, courage.
7. Educational leadership represents vision, statesmanship, growth.

As an eighth item in its category the committee states that educational leadership is evaluated primarily in terms of service to childhood and youth.

In terms of activity educational leadership is the ability the administrator has to guide his teachers into a thoughtful selection of subject matter and a skillful and effective method of instruction and management. It is the ability by means of which school officers inspire teach-

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The Principalship — Its Implications as a Position of Leadership

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There is a characteristic spirit which marks the human relations in each school. The principal is the most important factor in determining what emotions accompany such relationships. In one part of his work he keeps records, manages supplies and equipment, assigns rooms, outlines routes of travel for pupils from classroom to exits or other parts of the building, and performs other organizing and managing duties. In performing these tasks he is an official measured by his ability to get things done quickly and efficiently.

In addition to his official status he is a person making a contribution to the educational process in his building. He has a direct effect on the lives of his teachers and the pupils in his school. His personal power inspires or represses teachers. By his manner of living, his personal bearing, his conduct, and his teachings he creates the ideals which contribute to the educational process in his building. There is danger that a principal may attribute to his system of management weaknesses that are inherent in his own personality. He is really a direct educative agent with educational results definitely dependent on his personal power of leadership.

When principals are asked to list the problems of morale in their schools they think of many things. The following is a brief sample of such statements from principals:

Problems of School Spirit:

1. Teachers fear a parent-teacher organization.

2. Cheating is found in the schools.
3. Pupils caricature and ridicule the principal and teachers.
4. Teachers hurry from building so that there will be no chance of a teacher's meeting.
5. Teachers discuss each other with pupils and parents.
6. Teachers of upper grades belittle the work of the lower-grade teachers.
7. Pupils do not report bad behavior because the teachers call them "tattletales."
8. In a school fair, one grade gets tin pans to beat and drown out the yells of another grade.
9. Secrecy attends the preparation each room is making for a school program when there are no surprise elements planned.
10. The principal holds back teacher's checks and threatens reports to the superintendent in order to force teachers to supervise hall and playground.
11. Teachers all try to get the bright sections.

Personal Questions on Leadership

Each one of these implied difficulties calls, in its solution, for personal elements in the leader of the school as indicated in the following questions: (1) Can he direct public opinion so it supports teachers in their work or does he cower before critics? (2) Can he plan and administer rewards and penalties fairly enough to make honesty a desirable trait among his pupils. (3) Are his appearance and manner

School Administration in Action

HOW THE SCHOOL BOARD OF SUMMIT, NEW JERSEY, OB- TAINED SUPPORT FOR ITS EDUCATIONAL PROGRAM

The local taxpayers' league of Summit, N. J., in December, 1933, issued a statement, demanding a drastic reduction in the school budget and extra-curricular activities of the schools as an economy measure. Following the demand, the members of the local parent-teacher organization met in March, 1933, and formed a permanent organization called the Summit Parents' Conference. The Conference appointed a fact-finding committee to study the local school situation and to make a report to the school board. On December 11, 1933, the fact-finding committee issued a 12-page printed report, in which it summarized its findings concerning the enrollment of the schools, the condition of the school plant, the tax budget, the school payroll, teaching loads, educational costs, curriculum, and other pertinent facts.

The report ended with a list of conclusions and recommendations, among which were the following:

1. The present management of the school system under the board of education is to be highly commended.
2. There should be greater appreciation of school problems and to this end the board should prepare and direct frequent publicity.
3. There should be greater evidence of forward planning in accordance with the growth of population and the evolving of educational need.
4. Because of increases in price levels and in cost of living, the budget for 1934-35 should make provision for the restoration of part of the reduction in salaries.
5. The present program of education should continue in all its essentials as at present.
6. Kindergartens should be retained as an essential part of the program of elementary education.
7. The subjects of manual training, domestic science, physical education, health supervision, music, and art should be retained and developed to meet advancing needs.
8. There should be no increase in average teaching loads, but certain specific adjustments appear to merit attention.
9. The program of adult education should be studied and such facilities offered as will advance the welfare of the community.

As a result of the assistance rendered by the special committee, the board of education was able to increase the school budget by \$45,000 for the next year and all of the special subjects were retained as at present. The victory of the board in maintaining its regular program is worthy of mention because it shows the successful conclusion of a unique procedure in getting proper school publicity and community support for an educational program.

MAINTAINING BOSTON'S SCHOOL PLANT

The school property owned by the city of Boston consists of 310 permanent buildings and 80 so-called portables. The latter are a series of single classroom structures used temporarily in rapidly growing districts where it is not practical for the time being to erect a new building. The entire property is valued at \$74,000,000.

The task of keeping this vast school property in proper repair and to plan new buildings is in charge of William W. Drummey, who bears the title of superintendent of construction. He is chosen by a board of commissioners of school buildings consisting of three Boston citizens "who otherwise are neither officials nor employees of said city."

The administrative expenses of the department for the current year are \$863,500, which is \$22,588 less than the previous year. By repairing furniture in a warehouse operated by the school system the

replacement costs were reduced by \$70,000 over previous annual expenditures for this purpose. Chairs and desks are constantly being transported from the schools to the warehouse and returned when repaired.

The budget now under consideration provides for the following items: Fire escapes, \$47,500; care of grounds, fencing, and yard surfacing, \$95,000; repair of furniture, \$50,000; repair of window shades and related items, \$10,000; painting, \$70,000; plumbing, \$90,000; heating, \$80,000; electrical work, \$40,000; modernization of old plumbing, \$31,750; modernization of heating plants, \$35,000; wiring, \$19,000; new roofs, \$60,000.

A sort of experimental station is maintained where new materials and methods which enter into the construction labors are being tested. All items of expenditure must be approved by the board of education.

FINDINGS CONCERNING SCHOOL VENTILATION

The board of education of Inglewood, California, recently conducted an experiment in ventilation in the city schools, under the direction of Supt. R. E. Cralle. Mr. Cralle reported seven findings summarized as follows:

1. An uneven temperature varying from 64 to 68 degrees is more healthful than a stagnating, even temperature.
2. The remedy for a draft is more draft. It is only the little draft which cools a small part of the body that is injurious. Even sickly pupils in open-air schools do not catch cold.
3. It is practically impossible for the air in a room to become chemically impure to the extent of being dangerous. It is only the physical properties of the air (movement, temperature, humidity, odor) which affect the health and efficiency of those breathing it.
4. Temperature standards in a room can only be expressed in relation to humidity. Dry air draws moisture from the body and the cooling of the body is increased. A thermometer reading of 68 degrees is, therefore, too high if the humidity is very high or very low. This is measureable only by a device called the "comfort thermometer"—i.e., a dry bulb to measure humidity.
5. On the whole, greater efficiency in work is obtained in a room that is "underheated"—i.e., 65 degrees F. (conditions of humidity being otherwise equal), than in a room heated to 68 or 70 degrees.
6. Similarly, low humidity is preferable to high humidity, i.e., a dry room is better than a moist room, measured in terms of its influence on appetite, growth, susceptibility to disease, and speed of work.
7. As we cannot control outdoor humidity, the room should be filled with perceptibly moving air of outdoor humidity in order to accustom our heat-regulating mechanisms to normal conditions.

HOW CIVIC CLUBS CAN AID EDUCATION

In 1910, a small college club in Phoenix, Arizona, acted favorably on a request for an annual award (still an annual event) to the high-school senior who, in a four-year Latin course, received the highest rating. That club, now a branch of the American Association of University Women, has added an annual loan fund for aid to worthy senior girls otherwise unable to enter college or university.

The State Harvard Club followed with a prize for an outstanding translation from Latin. This club's next step was the awarding of a tuition scholarship for Harvard to a boy of high scholastic, all-round attainment, chosen annually from among the state's high-school graduates.

The Hiram Club, for several years, has entertained at a luncheon, twice a year, the local Scholarship Club and, once a year, the National Honor Society, a selective group of seniors. On these

occasions these men doff their usual weekly freedom and, assuming their finest civic dignity, each one steps forward as a host to a boy or girl, making the young guest feel as if he or she were a special guest of honor. When this project was undertaken it was not unusual to hear a pupil eligible for the Scholarship Club reply when asked why he or she was not a member: "I don't want to belong to that old club. No nice people do. They guy you if you join it." That attitude has vanished and it is now a privilege coveted by more and more pupils to be excused for two hours in the middle of a school day to attend this luncheon. Scholarship has brought them prestige.

The Kiwanas Club next sought something valuable to do for the school, with the result that the most outstanding senior boy and girl and their parents are special luncheon guests each year near graduation time.

The Phoenix Writers' Club offers an annual award for best work in each type of creative writing taught in the school.

The local Little Theater issues a membership to the pupil doing most meritorious work in dramatics.

One of the most ambitious educational promotions in the community is the Annual Public-Speaking Contest sponsored by the Rotary Club. Under the direction of the department of English of the high school, the pupils begin by preparing compositions on a given subject. This year 3,000 entrants of a total enrollment of 4,500 pupils grappled with the subject, "Our Schools and the Depression." Groups from each of the four classes were given prepared bibliographies. Elimination began by a selection of the pupils with the best compositions. These were urged to join the oral contests. The first speaking contests included 24 groups of six or more contestants. Succeeding groups consisted of winners of first place in each preceding contest until there remained a boy and a girl from each class. Three judges were chosen from among prominent Rotarians and, before the school assembly these eight pupils competed for cash prizes of 25, 15, and 10 dollars, respectively. Nor do the Rotarians forget the other five who have struggled through the preliminary contests to be among the eight finals. They present a gold medal to each of the eight and entertain them and their sponsors at their luncheon at which time the winning speeches are repeated before the club.

For the school this kind of civic interest affords a meritorious publicity which, aside from the encouragement offered for higher achievements within the school, reacts favorably throughout the community and especially so if a building program is anticipated. Mr. E. W. Montgomery is superintendent of the Phoenix Union High School and president of the junior college. — *Ida McDaniel*.

THE ADMINISTRATION OF USED- BOOK SALES

K. V. Lottick, Principal Shalersville High School, Ravenna, Ohio

In schools where free textbooks are not furnished, the sale of used books frequently becomes one of the trying problems with which the principal has to deal. There are two reasons why a better method for handling used-book sales is desirable: (1) Students often have difficulties with one another when they try to handle their own book sales. (2) The money received by them for the previous year's books frequently is not applied on new book purchases. This causes an unnecessary extra financial strain on their parents.

After investigating several plans, a "school scrip" plan was devised and put into operation in the Shalersville High School. This was primarily a barter scheme, receipts being given for books left at the school office, which were redeemable at any time for other books or school supplies.

The Scrip System

In the school in which the new system was tried a peculiar plan for handling new-book sales was being used, which made the application of the scrip plan easier. Each teacher in charge of a home-room was held responsible for handling the new books purchased by the students in that room. The board of education operated a school bookstore under the supervision of the principal, but each teacher was asked to cooperate in distributing and

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THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

Federal Aid for Schoolhouse Construction

LAST year the national government appropriated the sum of \$3,300,000,000 for nonfederal building projects, which, while it included sewage and waterworks plans, courthouses, city halls, bridges and roadways, also contemplated schoolhouse projects.

Thus, the school authorities throughout the United States were asked to come forward and make their needs known in the way of new school buildings and additions to old buildings, and avail themselves of the 30-per-cent outright grant, which the government offered. At this time, it may be of some interest to ascertain just what has been done and to what extent the school authorities have secured federal aid in realizing needed construction projects. The figures compiled by the research bureau of the SCHOOL BOARD JOURNAL reveal the following:

The schoolhouse-construction projects submitted by the several states to the Federal Government for aid amount, at this time, to \$259,012,756. It involves 2,416 projects of which 1,230 have been approved, amounting to \$112,662,151. This leaves 1,146 building projects amounting to \$146,350,605 still to be approved by the Federal Government. The examination of the projects will continue until all those submitted will have had attention. Thus, the assumption must be that the greater number of the projects now in hand will be approved in time to begin construction labors this year.

The government's offer to provide an outright grant of 30 per cent and a loan for the balance of 70 per cent has not in every instance been accepted with favor. A number of localities have found it more advantageous to forego the offer which involves recognition of a definite labor code and proceed upon a building project upon local competitive lines. Again, others have been able to market their bonds at rates more favorable than those exacted by the Federal Government. Still others have believed it expedient to postpone all building projects. At the same time, the indications point to the fact that the taxability of local communities is gradually improving and the building projects delayed this year will become a more pressing necessity next year.

If there has been a hesitancy on the part of school officials here and there it has been due to a tendency to center all efforts upon the matter of operation and maintenance and thus for the time being forego all capital investments. In adhering to this policy there may have been a greater tendency to emphasize the maintenance of salaries and thus overlook the timely consideration of the housing problem.

At any rate, it would seem that the time has arrived when the school administrator must contemplate the situation in all its essential aspects. This involves a due regard for present and prospective considerations in the field of finance on the one hand and the emergencies of future needs on the other. The possibilities of engaging in capital investments cannot at this time be wholly ignored.

Thus, a timely anticipation of future as well as present needs, must become the order of the day. The circumspect school administrator contemplates the future in the light of the experiences of the past. He forges ahead on the assumption that a school system cannot stand still. It must assume a progressive attitude.

The Commercial Relations With School Interests

THE operation and maintenance of the nation's schools involve not only administrative policies relating to the service of professionally trained men and women, the housing and equipment which makes such service effective, but also involve constant deal-

ings with those who produce the required paraphernalia and supplies. This implies textbooks, furniture, and a long list of articles employed in the operation of the schools. These dealings are usually conducted upon a strict basis of bargain and purchase in which quality and price govern the transaction. With the passing of time and the development of the business side of the school administrative service certain methods and procedures have been established. Economy and efficiency have been the controlling objectives.

In the light of the new deal which aims to infuse the element of equity and fairness in all human relations and more specially in those which relate to the dollar-and-cents transactions, it may be well to ask whether the school interests are here concerned. The answer would be that the school authorities will bargain in the future as they have in the past, and buy the things they need upon the most advantageous terms. This would imply that the school authorities are not concerned in the evils which afflict the industries with which they deal, and which tend to lower the standards and methods of doing business.

It remains, however, to be said that just as a school system must hold to high ideals in its professional aims so the business department must hold to integrity and fair play in its dealings. At least, it must discountenance unethical methods wherever it encounters them. There is a wide difference between legitimate competition and ruinous rivalry. This applies to the industries that deal with the school authorities as it does to all other industries.

Under the new deal the man who comes along with a proposition whereby he undersells his competitors at a figure that is surprisingly low may come under the suspicion that all is not right. If he has paid a fair wage for the labor involved in the making of his product, has figured a fair return on his investment, estimated his selling costs and met his obligations honorably, he cannot sell for much less than his competitor.

A leading publisher in the school field recently said: "The other day as I came from my suburban home, I sat beside a man who crossed his legs in such a manner that had I done the same neither of us could have stayed in the seat. This has been true in many instances in business. Some organizations have attempted to take certain advantages which if generally practiced would have been ruinous. Industries were saved from this calamity because the great bulk of the business men of the country have had in mind in their competition what was best for the entire industry."

It can by no means be contended here that the school authorities as such can become a decisive factor in remedying the evils which afflict the industries with which they come into contact, but they can discountenance practices which within their range of knowledge are designed to undermine rather than aid such industries. There can be no doubt that a board of education may well set the example in dealing only with those who present a meritorious article, at a reasonable cost, and who above all recognize those who are known to be honorable in their dealings and business relations.

School Board or Superintendent—Which?

THE ruptures which have arisen in several cities during recent months between boards of education and their superintendents have mainly been caused over the choice of the teaching services. In these centers, the board of education, in violation of the established rules, proposes to ignore, or has ignored, the superintendent in the appointment, transfer, and dismissal of teachers.

The immediate question which arises here is whether the school board proposes to hold the superintendent responsible for the efficient administration of the schools, or whether that body takes the responsibility upon its own shoulders. The modern conception on the relations between the administrative factors is that the superintendent is placed in charge of the professional labors of the school system. Thus, it follows, too, that if he is to be held responsible for the success of the schools he must have a voice in the selection of those who are to do the teaching.

There is another phase of this question, which touches the interests of the teacher. The applicant for position under accepted rules deals with the superintendent. If the matter of appointments is left to the members of the board of education, several persons have to be

seen. "School teachers without political pull are going to be out of luck if the Boston school committee wins the fight it is putting up over the appointments as well as the approval of appointments of school teachers," says a recent editorial in the Boston Traveler.

The question of whether the superintendent or the school board shall control the appointment of teachers has also arisen in Peabody, Massachusetts. The Times of that city submits the following comment:

"We think it is unfair for candidates for positions on the teaching staff to have to 'rustle' four votes on the school board besides getting the superintendent's recommendation before they can be elected. It makes it too easy for the applicant with plenty of influential relatives and friends to get the inside track, and often bars capable men and women who are depending purely on their individual merit.

"The Times still believes that it is the superintendent's job to hire school teachers. If the school committee then finds that he is lowering the standard of the school system, their remedy is simple, they can fire him. We doubt if any superintendent would lay himself open to criticism on selection of teachers by putting in inferior candidates. If he wishes to clear his skirts of the temptation of politics by setting up a standard of ratings to make his decisions argument-proof, that is his business. It certainly seems a common-sense way to do things. If he hadn't come by his own job by that same system of politics, his position, of course, would be much stronger. But be that as it may, it doesn't help the situation any to throw the whole teacher-election plan into the lap of the politicians."

The progress made in the field of school administration during the past three decades has established to a reasonable degree the delegation of responsibility in the selection of the professional service. The superintendent is not only better equipped to make the choice of teachers, but if he is to be held responsible for the success of the school system, as he should be, his recommendations must be respected. A conscientious member of a board of education realizes that the determination of purely professional duties do not come within the scope of his office. He delegates that duty to the superintendent.

Time Factor in School-Board Deliberation

OCCASIONALLY some member of a board of education, who has participated in a debate that has lasted way into the night, reviews all that has happened and then wonders whether the time was profitably spent.

Sometimes he discovers that the hours were spent in wrangling over trivial things to the exclusion of the more important problems and departures. Deliberative bodies are prone to lapse into things that are not pertinent to the larger purpose in hand and to fuss over the small thing that does not belong there.

"I conceive our duties to be those of a board of directors, sitting around a table laying down broad general principles," said Lawrence H. Norton, a new member of the Cleveland board of education. "We pick the personnel and should let them look after the details, and fire them if we can't trust them." Thus the Cleveland newspapers recently announced that "less time wrangling over trivialities in the school department and more time thinking about educational policies will characterize the future conduct of the board of education."

When a discussion is on those who engage in the same are inclined to stray from the main issue and become submerged in minor things which at times have only a remote bearing on the problem to be solved. They fail in a proper perspective and bury the objective under a mass of secondary considerations or else reach that objective by a circuitous and laborious route.

The members of a deliberative body must primarily retain a sense of proportion, namely, distinguish between the things of importance and things that are of a trifling nature only. If it is true that there must be discussions in order to bring out the entire question in hand, then it is equally true that in many instances the question is either quite obvious or that the debater delves into things which are not pertinent to the issue.

While its scope and function is legislative, administrative, and

judicial, it must be said that in the last analysis that the board of education is a policy-making body. In order to become clear on any given policy it becomes expedient to secure diverse viewpoints, but to linger by the wayside to engage in a superfluous talkfest is bound to delay the journey.

What Has Broken Down—Education or Taxation?

THERE can be no denial of the fact that in many sections of the United States the public schools are being denied that financial support adequate to conduct them upon an efficient basis. The economies which have been introduced in order to balance the budget have in instances reduced both the quality and quantity of schooling which the authorities are expected to provide.

At this point, the question may well be asked whether education has broken down of its own weight, or whether the one prerequisite to all government, namely, taxation, has been unwisely managed. The answer here, it would seem, is obvious.

Whatever may be said in analyzing the situation, which confronts many school districts throughout the land, it becomes apparent that timely action might have averted the complications which beset them. To say this leads to nothing unless the experiences of the past are properly appraised and the lessons to be derived from them are heeded. If the present system of taxation is inadequate as well as inequitable, it logically follows that corrective measures must be taken. There are those who are inclined to leave the subject to the statesmanship of their time and thereby relieve themselves of all further concern regarding the same.

It follows, however, that the statesmanship most likely to enter upon a study of tax legislation must be stimulated into action. It looks for an enlightened public opinion upon the subject of taxation and for that guidance that may lead to a practical solution of a problem that is highly complicated and involved.

It is, therefore, entirely reasonable to assume that the educator who strives for progress in his chosen field should become highly interested not only in the support that must necessarily go to the schools but also in the manner and means of making that support possible.

Thus, the subject of taxation which is so vital to the cause of education must enlist the active interest of the modern educator. He must stand ready to cooperate with the lawmaker in the formulation of tax measures that serve their purpose adequately and equitably, if the cause which he upholds is to be fully subserved.

Affiliating School Systems With City Councils

THE suggestion for a closer affiliation between a school system and the local government is occasionally proposed. In Wisconsin, the suggestion has found expression in a proposal that a member of the city council be chosen *ex officio* member of the board of education.

The idea is exemplified in several New England states where the mayor of the city has a voice in school-board deliberations. In most Massachusetts cities the local legislative body, namely, the city council, determines the financial support that shall go to the schools. Thus, the city fathers control the school expenditures, unless these are fixed upon a certain tax ratio.

Where the chief executive has a voice in school administrative affairs he serves largely as an arbiter between the several departments of local government and the expenditures they may engage in. No doubt, an impartial and just allotment of public funds has its value from the standpoint of sound financial housekeeping.

While a school system is dependent upon the tax ability of the community, or upon the unit of government that must provide its financial sustenance, it does not follow that a board-of-education efficiency is strengthened by the addition of either a mayor or an alderman to that body. If their approach to school-administrative problems is prompted by political expediency rather than educational progress the schools will be hampered rather than helped.

Experience has taught that where school-administrative bodies are reasonably free from outside domination they render the most satisfactory service.

What Next in TEACHERS' SALARIES

J. E. Nancarrow, Williamsport, Pennsylvania

With inflation not only becoming a much-discussed subject, but also being rapidly put into practice, the question is raised, "What next in teachers' salaries?" Will the teacher, who has had his salary cut 10, 20, or even 50 per cent, recuperate his loss with the coming of inflation? Will the new program help the teacher or will it destroy some of his real purchasing power? What will the "new deal" mean to the teacher?

The aim of the "new deal" is to give every man a chance to work at a living wage, and to put him to work at the earliest possible moment. This means that the great mass of people will have an increased spending power and tax-paying ability; hence, the teacher will be in a surer position with respect to the receipt of his salary when it becomes due. In the matter of increased prices for commodities, however, the teacher will be the loser. We are told that the primary job for America is to get men back to work at their regular jobs so that purchasing power may be increased and the enormous deficit for relief arrested. Promptness in getting men back to work at their regular jobs is important. The higher the price level rises, the quicker this will occur. Therefore, all persons seem to agree that we shall see a substantially higher retail-price level over the next year or two, and possibly for a much longer period.

The reduction in the farmer's crops will undoubtedly increase the cost of food; and a shorter working week at the same or increased pay means that industries will increase the cost of their products so that the budget may be balanced. The reduced gold content of the dollar and the proposed remonetization of silver are causing changes in the prices of commodities. Consequently, each of the three leading measures for recovery—crop reduction, the decreased working week, and revaluation of the gold dollar—will result in increased prices for commodities.

How much prices will increase, no one seems able to predict. Economists agree that one great danger of monetary inflation is that, once embarked upon, rising prices are so pleasing a spectacle to such a great portion of our population that attempts to halt the process are highly unpopular. We are told that the key to prosperity appears to be an upward price trend. Hence, once it is started, the upward price trend is difficult to stop because people hesitate to do anything that might have an adverse effect on business.

How does this rising price trend affect the teacher who has a fixed income? Teachers, who have had their salaries reduced, now face a future of boosted prices, hence they will inevitably be pinched. Every rise in the price of commodities means that the teacher, with a fixed income, will have less real purchasing power. If the price trend continues upward, and the teacher's salary remains at the present level, it is only a question of time until the teacher's pay will be below the level of subsistence. When such a condition approaches, as it did during the world war period, we will witness an exodus of our ambitious teachers from the teaching profession.

Causes of Reduced Teachers' Salaries

In order that we may properly understand the case, let us examine first the causes that led up to the cuts in teachers' salaries, and then let us examine the teachers' objections to such cuts. The causes of the reductions follow:

1. School costs have increased at an alarming rate, hence there is need for retrenchment. Since teachers' salaries compose 60 to 70 per cent of the average school budget, any material reduction must necessarily include a reduction for teachers.

2. The present economic crisis demands retrenchment. Since a vast majority of our people have been forced to accept smaller salaries and smaller incomes, they have a reduced buying power and tax-paying ability.

3. Most laborers in industry have had their wages reduced, therefore they feel that other workers should suffer like reductions.

4. The prices of all other commodities have been

reduced, thus teachers' salaries should be no exception in the general reducing process.

5. From the economic angle, some workers argue that their salary has not been reduced because their rent was reduced, but their rent was reduced because their salary was reduced.

With these causes of the reduction in teachers' salaries in mind let us now examine the teachers' objections to the continuance of teachers' salary reductions. The objections follow:

1. In answer to the charge that school costs have increased at an alarming rate, the teachers cite these facts: (a) a great increase in the number of pupils, particularly in the number of high school pupils; (b) the lowering of the purchasing power of the dollar; (c) a demand from the public for better-trained teachers; (d) provision for better buildings and the abandonment of buildings which were unsafe and insanitary; (e) the raising of the standard of education; (f) increased services rendered by the schools to the community (example: evening schools); (g) increased demands made by the public in shifting responsibilities from the home to the school; and (h) an increase in teachers' salaries, which in the past have been far below the level of other similarly trained professional persons.

2. The total resources of our nation are not insufficient to support education and other governmental activities on an adequate basis. . . . It is true that under the present economic order and under the existing tax system, the vast majority of those who pay for the support of government have suffered a tremendous reduction of their buying power and are no longer able to pay the same amounts for governmental support. It must be vigorously maintained that the only solution for most of our present problems of governmental support lies in the sweeping revision of the present tax structure so that the total tax burden will be distributed among the people in accordance with their ability to pay.¹

The Tax-Reductionist's Case

3. Professional tax-reductionists, who either have ambitions of a political nature or are out to make a good job for themselves, are largely responsible for demanding that cuts of teachers' salaries be maintained. Some of these same professional tax-reductionists received big profits or high wages when things were booming, but now they want to pull the other fellow down with them.

4. Teachers' salaries have always been far behind the financial procession. In 1926, to which level of prices we seem to be steering our course, we find that the average salary of United States Government employees was \$1,809, while the average salary of teachers, principals and superintendents in public schools was \$1,277. This lagging with its accompanying exodus of teachers has caused some writers to dub it the "teaching procession" instead of the "teaching profession."

5. Other persons, who are engaged in public service, have not had their salaries cut in the same proportion as teachers. The cause of this condition is the fact that teachers are constantly in the public eye, therefore when hard times come and taxpayers' leagues are formed, the first thing they think of is to reduce teachers' salaries. They succeed because teachers have never had a strong organization and are too professional to fight for their rights.

6. Too much of the tax for school purposes is placed upon real estate, hence, the method of collection stands out in the public mind, whereas a tax such as the gasoline tax becomes a habit and goes by unnoticed.

7. Few people realize that, if the school tax is cut, the average house will save only a dollar or two in taxes. The impelling force behind the drive for a reduction is more of a psychological mass movement than a well-considered plan which will actually result in a substantial saving.

¹Vierling Kersey, "Retrenchments in School Expenditures," *California Schools*, Official Publication of the California State Department of Education, Vol. IV, No. 2, February, 1933, p. 41.

8. The teacher's investment in his education, both in time and in money, must be considered and carefully weighed when arriving at a fair salary for that teacher. A loyal, sympathetic, well-prepared teacher should be worthy of his hire.

The Teacher's Living Standards

9. In arriving at a fair salary for teachers, it must be borne in mind that society demands from teachers a certain standard of living. It is only fair that teachers should be able to finance the kind of standing in the community which is expected of them.

10. In thinking of salaries, the public should recall that recent years have brought with them higher qualifications for teachers and an increase in the number of men teachers who have entered the profession. Lower salaries will ultimately mean a reversal of this process.

11. Teachers' salaries, which are paid by the community, are usually spent in that community. A large percentage of the remuneration paid to teachers is immediately put into circulation, therefore teachers' salaries do not deplete but rather add to the total resources of a community.

12. Teachers are giving more service than they ever gave before. Larger classes mean much more work for the teacher. The greater service which teachers are rendering and the vital importance of that service make it necessary to consider the teachers' viewpoint seriously before making drastic cuts in salaries.

After a study of the arguments which teachers have advanced for reasonable salaries, we must admit that most of them are logical and reasonable. Surely teachers have not been overpaid during the years which have just passed. Teachers, as a group, have been more regardful of the interests of the children than they have of their own welfare.

A Salary Index

While the arguments which the teachers have advanced appear to be sound, nevertheless we must frankly admit that, since 1929, it has been a very difficult task to get in all of the taxes. That the average person's income and tax-paying ability has been decreased, no one seems to deny. It may also be true that, since wealth in many cases takes an intangible form and is difficult to reach under the property tax, the only solution to the problem lies in a sweeping revision of the present tax structure, but such a revision cannot be effected immediately.

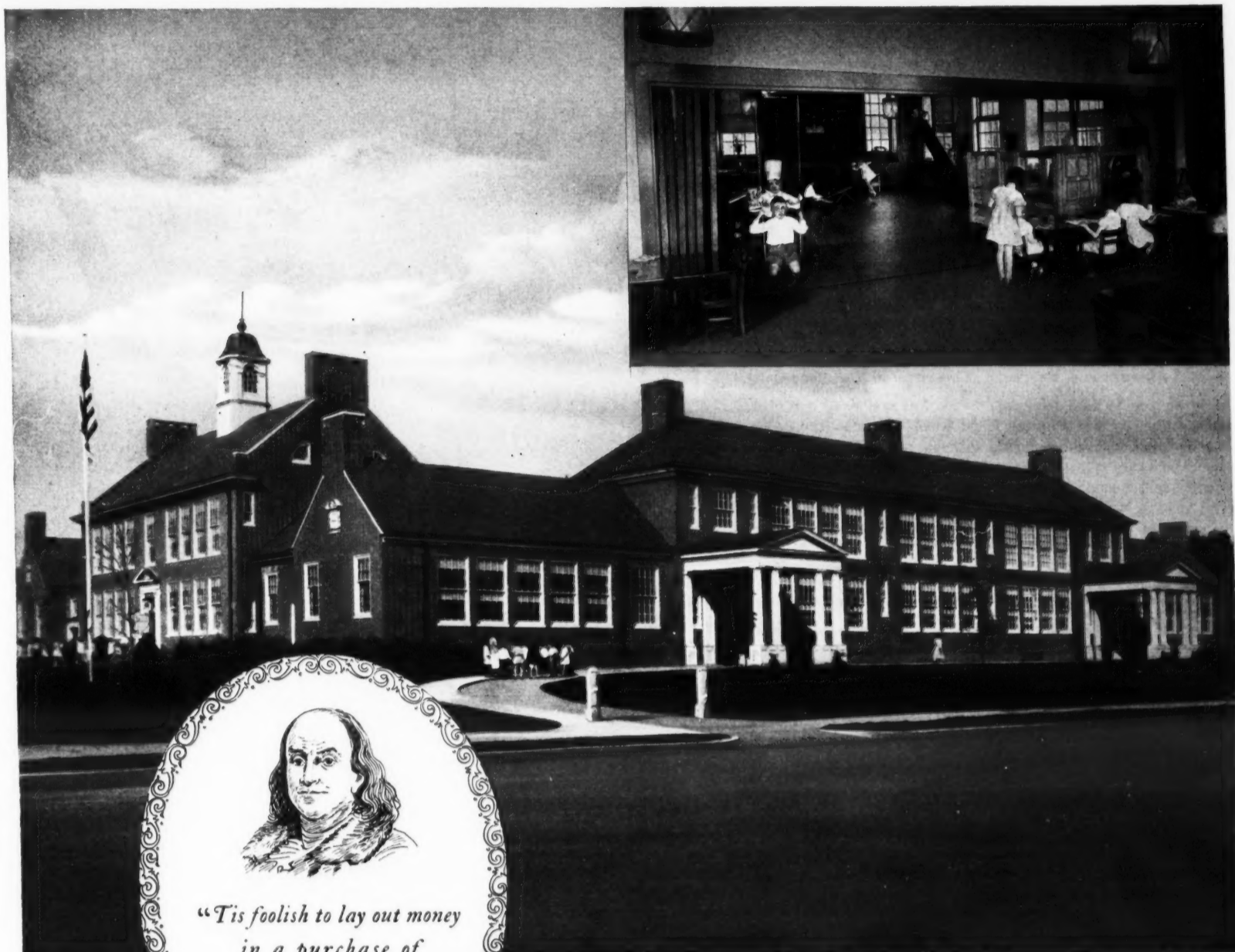
As a solution to this vexatious problem, why not have teachers' salaries based upon an index? Salaries based upon an index would be fair to the public because when times were good, they could afford to expend more for public schools, and when times were poor the public would have to pay less for the education of their children. Such salaries based on an index would be fair to the teacher because his real purchasing power would remain constant, and the continuous worry about salary such as the teacher has experienced the past few years, which necessarily affects his teaching, would be eliminated. The child would benefit by such a plan because such an arrangement would tend to lead to stability in and better instruction by the teaching profession.

What would be the nature of the index on which the salaries would be based? In order that we may begin immediately, why not try a properly weighed combination of the Babson index of industrial commodity prices and the Bureau of Labor index of living costs? Since all discussions of the federal program seem to center around the 1926 level of prices, we suggest the use of the year 1926 as the base (100) in the computation of the index for teachers' salaries. The cost of maintaining a desirable standard of living varies from place to place; hence, the index number should be applied to the different salary schedules which are already in effect in the various cities and states. This proposed index will not work equally well in all situations, but it is offered as a starting point with the hope that, after it has been used for some time, it may be possible to compute a more accurate index number of the cost of living of teachers.

Teachers' salaries, based on such an index number, would fluctuate with the cost of living as measured by this combination index. They would correspond to salaries in industry and in other forms of wage earning where wages rise and fall

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"Poor Richard's" spirit must have guided the Benjamin Franklin School's choice of Sealex



"Tis foolish to lay out money
in a purchase of
repentance."

Poor Richard's
Almanac

The well-known maxims set down in "Poor Richard's Almanac" leave no doubt as to what a thrifty buyer the great Franklin was. But even he wouldn't have asked for a better bargain than the Sealex Linoleum Floors installed in both classrooms and corridors of this handsome school erected to his memory at Westfield, New Jersey.

For in addition to being distinctive in appearance, the Benjamin Franklin School's floors, like all Sealex Linoleums, are mighty economical and practical, too. These floors are washable and easy-to-clean—inexpensive to maintain, as well as moderate in price. Throughout their long life, they never need scraping, painting or varnishing. Truly resilient, they are quiet and comfortable underfoot.

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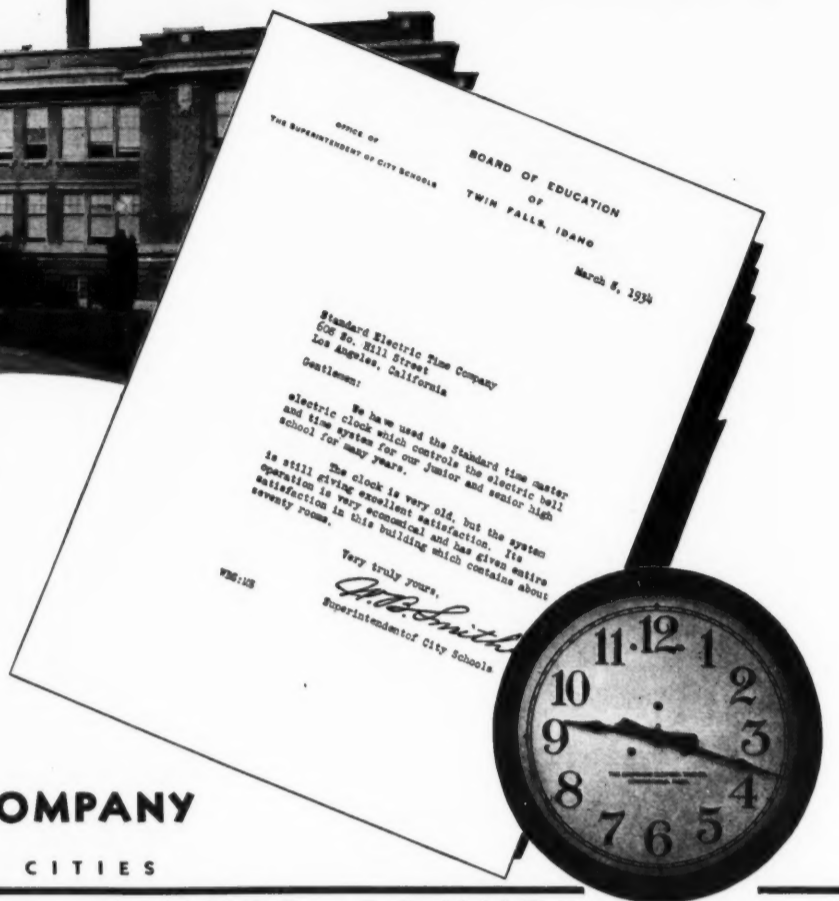
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(Concluded from Page 42)

as the index of living costs makes any material change. The lag in teachers' salaries would be eliminated. The lag in salaries, during the period of the world war, caused many teachers to reduce their cost of living to a poverty scale, and in some cases teachers left the profession in order that they might provide a living for their families. The lag in salary increases is a justifiable reason for teachers desiring such an index; and the lag in salary decreases is a valid argument for the public's desiring it. The present system of teacher payment is unresponsive to the times and tends to readjust itself too slowly to insure justice to all parties concerned.

What objections are raised to such an index as the basis for the payment of teachers' salaries? The first objection is that teachers have been underpaid in whatever year is taken as a base. Such an objection can be removed if we were to get started immediately with the index, and then make an honest effort to modify it in accordance with any injustice which it may work upon either the teacher or the public. Surely such an index will work no more hardship and unfairness upon both the teacher and the public than has been provided by our present scheme for teacher payment. Another objection to such an index is that such items as insurance, further education, interest, taxes, retirement payments, charity, investments, and church and other dues are fairly stable and make up a considerable portion of the teacher's expenditures, and, therefore, should not be subject to so much fluctuation as would be the result of salaries being based upon an index. The answer to this argument is found in the fact that many of these items should or do fluctuate with living costs.

Some Fluctuating Elements

Let us consider some of the items which do or should fluctuate. The states which have the best teacher-retirement systems force their employees to contribute on a sliding scale. In such states, teachers contribute a fixed percentage of their salaries; hence, when salaries are raised they contribute more and when salaries are reduced they

contribute less. This procedure is considered sound because the amount a teacher needs at retirement is governed by the real purchasing power of the money which he receives from the retirement fund and not by any flat amount which has been fixed twenty or forty years previously. The same logic can be applied to investments; that is, in times of prosperity more should be saved and in times of adversity less should be saved. During the past ten years it has been necessary for teachers to carry additional life insurance due to the fact of the decreased purchasing power of each dollar's worth of life insurance purchased. Since living costs have been decreasing during the past four years, some of this additional life insurance could be dropped and carried as paid-up insurance. The increased purchasing power of the dollar would give the teacher the same relative protection as when he carried the larger amount. If it is found that a considerable portion of the miscellaneous items do not and should not fluctuate with the index, the objection to such an index can be removed if the index be applied to 70 or 80 per cent of the teacher's salary instead of to the whole amount.

Another objection to the use of an index for the payment of teachers' salaries is founded on the fact that the index number of the United States Bureau of Labor is based on the commodities which the average workingman uses, which is unfair to teachers. It is conceded that the workingman and the teacher will not use exactly the same proportions of food, clothes, and shelter. The workingman will probably spend more of his wages for food and less for clothes and shelter than the teacher. The average teacher in 1926 was receiving \$1,277 for his services for that year, which means that his budget must have been somewhere near the workingman's budget. After the proposed index has been in operation for a reasonable length of time, it should be modified to take care of any inequalities in this respect.

The Advantages in Brief

1. Such an index is fair to the taxpayer because in times of depression, when he can least afford to

pay, he pays less, and in times of prosperity, when he can afford greater taxation, he pays more. This procedure is in perfect accord with the theory of taxation which has as its base "ability to pay."

2. Such an index gives the teacher justice because his real purchasing power remains constant. If the index is properly weighted to take care of the teacher's fixed charges, he will certainly have an ideal situation so far as wages are concerned. He will not need to be troubled with the problem of having his wages remain constant while prices are rapidly rising, since, under the index plan, his salary will fluctuate with the commodity prices.

3. Such an index gives the child his dues because a happy, satisfied teacher means greater efficiency in the classroom. A child's educational birthright entitles him to a teacher's best services.

4. Such an index eliminates the objection to a state income tax for school purposes. Tax experts consider a state income tax too unstable as support for public schools. However, if teachers' salaries were to fluctuate the same as the state income tax, a large share of the difficulty would be removed.

As American citizens, we have an obligation to our children to pass on the priceless heritage of a finer civilization. Why not venture off the established trail and make an attempt to discover the unknown? Why not think and dream of an ideal situation for teacher, taxpayer, and child alike, instead of going on with the thinking of thoughts of past thinkers, and the dreaming of dead men's dreams? We present the idea of "teachers' salaries to be based on an index" as a first step in a "new deal" for teachers, parents, taxpayers, and the innocent child.

♦ Denver, Colo. The board of education has compiled figures showing that the total bonded indebtedness to date amounts to \$8,820,000. Up to December 31, 1933, payments on the principal amounted to \$1,316,000. During 1934, a further payment of \$429,000 will be made on the principal, \$324,000 of which has already been paid. By the end of 1934, therefore, the bonded indebtedness of the district will be reduced \$1,745,000 since the first payment in 1925, which reduces the total to \$8,715,000, or 50 per cent of the legal limit on the basis of the present reduced assessed valuation.

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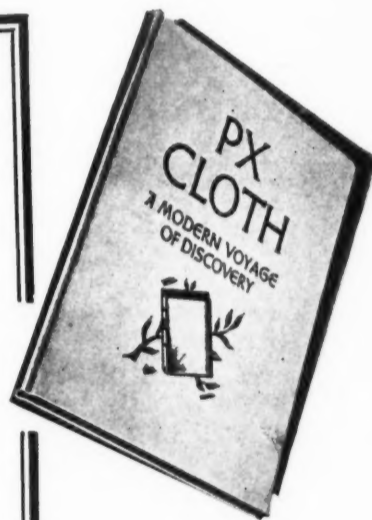
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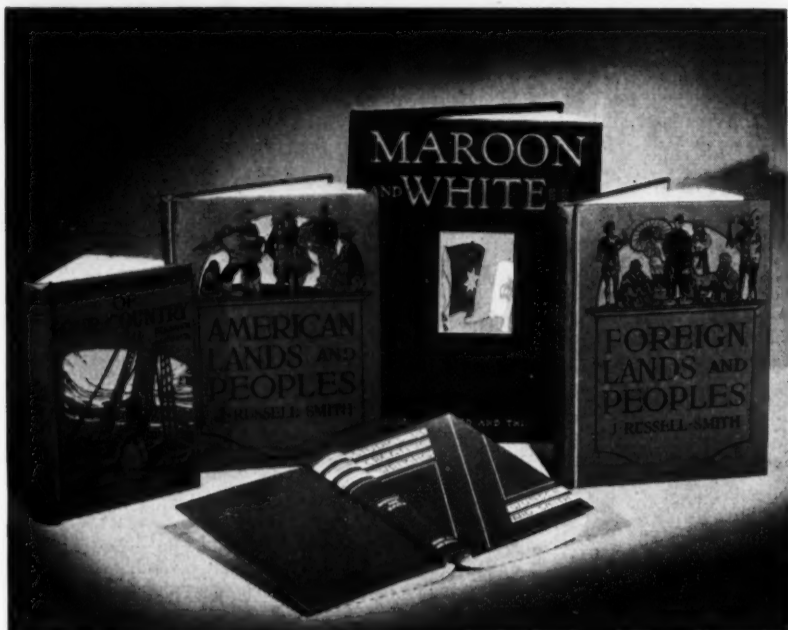


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School Law

School-District Government

The reelection to office of a parish superintendent of schools for a four-year term approximately one year before the expiration of the current term was held premature and properly rescinded by a board of different personnel and number of members some six months before the expiration of such current term (La. act. No. 100 of 1922).—*State ex rel. Russell v. Richardson*, 152 Southern reporter 748, La.

A bank making a loan to the county school superintendent on the basis of a false board resolution authorizing a loan was held not precluded from recovery against the superintendents' surety because the resolution was never entered on the minutes, recorded, or signed by the president of the board and superintendent, nor impressed with the board's official seal (Ga. laws of 1919, pp. 322, 328, 329, §§ 82, 95, 96, 100).—*American Surety Co. of New York v. Citizens' Bank of Colquitt*, 172 Southeastern reporter 801, Ga. App.

A school-district treasurer may lawfully deposit school funds in a bank duly designated as a depository (Nebr. complete statutes supp. 1933, §§ 77-2525 to 77-2527).—*State ex rel. Sorensen v. Farmers' & Merchants' Bank of Deshler*, 252 Northwestern reporter, Nebr.

School-District Property

A board of education is held vested with implied power to incur reasonable expense for obtaining expert information, such as architectural plans, necessary for accurate estimate of cost of a proposed school building (4 complete statutes of 1910, pp. 4746, 4747, §§ 61, 74-76).—*Sleight v. Board of Education of City of Paterson*, 170 Atlantic 598, rev. (Sup.) 159 Atlantic reporter 707, 10 N. J. Misc. 523.

A school board's offer to prove, in an action for amount due a building contractor for excavating hard rock, that no rock was encountered, was properly overruled where the arbitrators found that there was some rock.—*National Surety Co. v. Board of Education of Clifton in Passaic County*, 170 Atlantic 643, 112 N. J. Law, 375, aff. (Sup.). Same v. Board of Education of Clifton, 165 Atlantic 288, 11 N. J. Misc. 225.

A report of the arbitrators selected to determine the existence and percentage of rock, for excavation of which the school-building contractor was entitled to extra compensation, was held conclusive and binding on all parties.—*National Surety Co. v. Board of Edu-*

cation of Clifton in Passaic County, 170 Atlantic reporter 643, 112 N. J. Law, 375, aff. (Sup.). Same v. Board of Education of Clifton, 165 Atlantic reporter 288, 11 N. J. Misc. 225.

A proviso in a school-building contract that solid rock, encountered in an excavation, should be removed at unit price for blasting, was held not to bar a contractor's right to extra compensation for removing rock with a steam shovel.—*National Surety Co. v. Board of Education of Clifton in Passaic County*, 170 Atlantic 643, 112 N. J. Law, 375, Aff. (Sup.). Same v. Board of Education of Clifton, 165 Atlantic reporter 288, N. J. Misc. 225.

A scoutmaster and teacher who permitted boys to use a dilapidated truck, without any instruction as to its operation, or warning for avoiding its dangers, including the danger from a hot-shot battery, was held negligent, rendering him liable for injuries to the boy when the truck went off the road at a curve.—*Woodman v. Hemet Union High School Dist. of Riverside County*, 29 Pacific reporter (2d) 257, Calif. App.

A teacher employed in an automobile repair and machine shop operated by a union high-school district was held an "employee," and not an "officer," of the district, within a statute making the district liable for negligence of officers or employees (School code, § 2.801).—*Woodman v. Hemet Union High School Dist. of Riverside County*, 29 Pacific reporter (2d) 257, Calif. App.

A school district, to be liable for damages resulting from a defective or dangerous condition of public property, must have had sufficient notice of such dangerous condition (Calif. statutes of 1923, p. 675).—*Woodman v. Hemet Union High School Dist. of Riverside County*, 29 Pacific reporter (2d) 257, Calif. App.

The board of trustees of a union high-school district in view of the dilapidated condition of a truck for many months, was held to have had notice of the dangerous condition of such truck (Calif. statutes of 1923, p. 675).—*Woodman v. Hemet Union High School Dist. of Riverside County*, 29 Pacific reporter (2d) 257, Calif. App.

Where a teacher in charge of an automobile and repair shop of a high school permitted boy scouts to use a dilapidated school truck, in a dangerous condition, for other than school purposes, resulting in injuries to one of the boys, the school district was held not liable on the ground that the teacher, in permitting the use of the truck, acted beyond the scope of employment (Calif. school code, § 2.801; Calif. civil code, § 1714½; Calif. statutes of 1923, p. 675).—*Woodman v. Hemet*

Union High School Dist. of Riverside County, 29 Pacific reporter (2d) 257, Calif. App.

A school-bus driver, rounding a sharp curve at about twenty miles per hour, driving on his extreme right side, and colliding with an approaching automobile traveling at high speed, suddenly turning left and heading diagonally toward a ditch, was held not negligent.—*Pate v. American Employers' Ins. Co.*, 152 Southern reporter 363, foll. *Bounds v. Same*, 152 Southern reporter 364, La. App.

School-District Claims

A seller of coal guaranteeing its quality as bid, but mixing inferior coal, could not recover the alleged balance due from the school district purchasing.—*Continental Coal Co. v. United Fuel Co.*, 29 Pacific reporter (2d) 395, Wash.

In an action for injuries sustained by a high-school pupil from the explosion in a gunpowder experiment occurring when a mixture containing a wrong ingredient was being ground in an iron mortar contrary to instructions in the textbook, the school district's negligence was held for the jury under the evidence.—*Mastrangelo v. West Side Union High School Dist. of Merced County*, 29 Pacific reporter (2d) 885, Calif. App.

In view of the evidence that a 16-year-old high-school student, injured in an explosion, was ignorant of the danger of gunpowder experiments and that neither the textbook nor the teacher had warned him against mixing the ingredients in a mortar, the question whether the pupil was contributorily negligent in mixing the ingredients in a mortar instead of a paper as directed by the textbook was held for the jury.—*Mastrangelo v. West Side Union High School Dist. of Merced County*, 29 Pacific reporter (2d) 885, Calif. App.

Teachers

The trustees of a school district "nominate" teachers and a county board of public instruction may reject the nominees, but such rejection must be reasonably exercised and grounded on some dereliction in the statutory or other qualification (Fla. constitution, art. 12, §§ 10, 17; Fla. complete general laws of 1927, §§ 709-711, 717).—*State ex rel. Pittman v. Barker*, 152 Southern reporter 682, Fla.

A school teacher nominated by the district trustees could not be rejected by a county board of public instruction merely because she was married, or had other means of support.—*State ex rel. Pittman v. Barker*, 152 Southern reporter 682, Fla.

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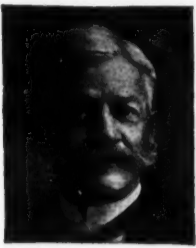
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The abolishment of the position of an exclusive physical training instructor in a borough grade and high school, and the creation of a new position, combining physical training and other teaching was held not discriminatory against a teacher who held the abolished position and was qualified only to teach physical training (4 N. J. complete laws of 1910, p. 4763, § 106a). — *Weider v. Board of Education of Borough of High Bridge*, 170 Atlantic reporter 631, 112 N. J. 289.

The teachers' retirement board's estimate of a necessary appropriation by New York City for a retirement system guides, but does not control, the action of the board of estimate and apportionment which must finally determine the sufficiency of an appropriation (Greater New York Charter, § 1092, subd. G, as enacted by the laws of 1917, c. 303). — *Poucher v. LaGuardia*, 269 N. Y. S. 582, foll. *Lewis v. Same*, 269, N. Y. S. 586.

New York City has no control of the excess amount appropriated for the teachers' retirement system in compliance with the retirement board's estimates, but can only consider such excess when making new appropriations in the following year (Greater New York Charter, § 1092, subd. E, par. 1, and subd. G as enacted by the laws of 1917, c. 303). — *Poucher v. LaGuardia*, 269, N. Y. S. 582, foll. *Lewis v. Same*, 269, N. Y. S. 586, N. Y.

Pupils and Discipline of Schools

It is the duty of a separate school district to provide a school within convenient and reasonable distances or, in lieu thereof, to provide transportation (Miss. code of 1930, § 6665, cl. 7). — *Gordon v. Wooten*, 152 Southern reporter 481, Miss.

Under a statute authorizing the trustees of a separate school district to provide transportation where necessary for children living two miles or more from a schoolhouse, the necessity exists as a matter of law, where school buildings are so far distant that pupils cannot reach them safely and without undue exposure (Miss. code of 1930, § 6665, cl. 7). — *Gordon v. Wooten*, 152 Southern reporter 481, Miss.

The voters of an old school district within a union graded-school district could not authorize the transportation of pupils in an old district to the central school, where the cost of transportation was to be borne by an entire new district (Okla. statutes of 1931, § 6940). — *Reynolds v. Tankersley*, 29 Pacific reporter (2d) 976, Okla.

The school board of a union graded-school district is without authority to furnish transportation to the

pupils of an old school district, unless authorized to do so by 60 per cent of the voters of an entire new district (Okla. statutes of 1931, § 6940). — *Reynolds v. Tankersley*, 29 Pacific reporter (2d) 976, Okla.

NATIONAL ASSOCIATION OF PUBLIC-SCHOOL BUSINESS OFFICIALS TO MEET IN NEW YORK CITY

President Joseph Miller, of the National Association of Public-School Business Officials, has announced progress in the plans for the annual meeting of the association, to be held August 21, 22, 23, and 24, in New York City.

The reconstruction of the schools will be the keynote of the convention. The association has arranged to hold a National Schoolmart Exposition for the display of school buildings, materials, equipment, supplies, and services, bringing directly to the attention of school people and the public the most recent advances of science and industry of special interest to the schools. It is planned that the Schoolmart tell the story of education concretely in a manner that will inspire the public with a determination to save the schools. The exposition will be open to the more than 60,000 persons who will be in attendance at the summer sessions of the universities in the metropolitan area of New York City.

The tentative program which has been arranged, provides for morning and afternoon sessions, luncheon round-table conferences, with afternoon tours of the museums and other places of special interest in the city. The annual banquet will take place in the ballroom of the Hotel Astor.

Information concerning the meeting, the speakers, etc., may be obtained from Mr. Theodore Fred Kuper, executive manager of the board of education, New York City.

FIFTH ANNUAL SCHOOL ADMINISTRATORS' CONFERENCE AT NASHVILLE, TENNESSEE

The fifth annual school administrators' conference, sponsored by the school administration department of George Peabody College for Teachers, was held at that institution April 30 to May 2, under the direction of Dr. Dennis H. Cooke and Dr. R. L. Hamon. Approximately 800 delegates were enrolled from 21 states.

The first day's session was devoted to the evaluation of a state system of schools, with special reference to the recent survey in Tennessee. In the evening there were addresses by Dr. Walter D. Cocking, State Commissioner of Education, and by Dr. Floyd W. Reeves, personnel director of the Tennessee Valley. The topic

for the second day's session was a discussion pro and con of Federal Support for Public Education. There was a talk by Dean Shelton Phillips on The History and Probable Future of Federal Support of Education. On the final day, Supt. H. J. Gerling, of St. Louis, and Supt. W. A. Sutton, of Atlanta, were the speakers. The sessions were concluded with a dinner on Wednesday evening, at which Doctor Sutton declared culture to be the basis of business.

SCHOOL DIRECTORS OF WASHINGTON MEET AT WENATCHEE

School directors of the State of Washington, at their two-day convention held April 19 to 20, at Wenatchee, viewed the status of education through rose-colored glasses. The convention took up such important topics as the financial status of the schools, teachers' salaries, the cost of education and the status of the tax dollar, delinquent taxes, and suggestions for a new form of school support to relieve the burden on real estate. Approximately 125 persons were present, with 55 delegates and 35 county superintendents.

Dr. N. D. Showalter, state superintendent, pointed with some degree of pride to an improved status since last year, and urged a united effort to secure a broader base of taxation, the collection of the full state contribution, and an ultimate shift of school financing from local to state taxes.

Mr. W. F. Martin, of the state education department, discussed the relation of the new relief set-up to education by the state relief director.

Mr. Elmer L. Breckner, of Tacoma, who spoke at the meeting, said that the financial problems are the most acute at the present time. He warned that, unless the legislature acts for school support, the schools will not be able to operate satisfactorily, as a result of curtailed revenues due to decreased real estate valuations. He called attention to the recent Supreme Court decision relative to levies for nonhigh-school purposes, which will create a serious problem in many school districts. As a result of the ruling, making the nonhigh levy part of the district's 10-mill limit, the local high-school district will be compelled to educate outside high-school students without recompense.

The meeting closed with the business session on the second day. Mr. Herbert E. Jones, of Ferndale, was elected president; the vice-presidents elected were Mrs. Iva Mann, Tacoma; Mr. H. H. Hughs, Hover. A legislative committee was elected, to comprise Mrs. W. A. Hiersch, Port Orchard, G. P. Dubuque, Snohomish; Z. B. Shay, Willapa; John Dobie, Yakima; C. M. Zediker, Cashmere; and A. N. Thompson, Seattle.

MR. HORBEN OF LORDENE

(Continued from Page 18)

"I know the way you feel at what I have said. I know you are a young man, anxious to get ahead. If you insist on a release of contract, I shall arrange this for you. But I hope you are a man of your word, — that when you say you'll do a thing, you'll do it. It's up to you."

I turned down the offer, and for five years longer I kept on learning how at Lordene, "in a sense, at the board's expense."

Sure, we release teachers who are under contract, if they give reasonable notice. But there is a vast difference between replacing a superintendent and replacing a teacher, bad enough though the latter is.

School people should expect to keep their bargains in schoolwork, as much as business men in business, where a man's word must be as good as his bond.

Simple enough. But I learned it from Mr. Horben.

JUDGE Gesson was a person who did not believe in manual training in public schools, simply because he did not like the teacher in charge of this subject in Lordene. At that, Alexander was a first-class man; but, unfortunately for himself, at one time he had locked horns with the Judge over some small matter, and from then on each year there was talk of dropping the subject from the curriculum.

I was sitting in my office one afternoon going over some matters with Alexander, when the door opened and in walked Judge Gesson. He spoke pleasantly to me, but he fairly snarled at my companion. To my amazement, Alexander jumped from his chair, pulled himself up to his full height of slightly more than five feet, took a long breath, and howled back,

"Good afternoon, yourself!"

I thought the Judge would explode. Crimson with wrath he shouted,

"You'll hear from me again about this!"

Followed another warlike demonstration on the part of the diminutive worker in woods.

As soon as I had recovered sufficiently to get my senses back, I took a hand in matters myself, and fairly pushed them both out into the corridor. They were still at it, even when they reached the street corner; there was no trouble in hearing them.

A few minutes later Alexander reappeared in the office. He looked all tired out, and sank down in his chair without a word.

"Alexander," I said, as sternly as I could, "just exactly what do you mean by starting such an infernal row as this? Where do you think you are? Do you think you have any business acting that way towards a Board member? What's the matter with you, anyway?"

He looked at me with a deprecatory wave of his hand.

"Now wait a second, Mr. Hills," said he. "Don't get mad until I finish. You know I run a good shop, don't you?"

"Yes," said I. "And I can now understand why in some schools they put all the feeble-minded boys in the manual-arts course; they think they'll feel at home with the instructor."

"Oh, I know, I know," he replied wearily. "But, Mr. Hills, you see it's like this. This fellow Gesson is no good; only, of course, it wouldn't be right for you to say so. But he has been coming down in my shop about once a week, and meddling with things, and telling the boys the work isn't any good, until I just wouldn't stand for it any longer. So, the other night I told Mr. Horben about it, and he said,

"Mr. Alexander, my father told me a good many years ago that the only way you can do business with some people is, when they yell at you, yell back just twice as loud.' That's just what he told me, Mr. Hills. So I tried it this afternoon. . . . How do you think I made out?"

This last in a rather anxious tone.

Rather a nice question to put up to a superintendent! I was speechless.

Mr. Horben was perfectly correct in this commentary on human nature. There was an abrupt end to any further criticism on manual training. The last I ever heard of Alexander, he was supervisor of this subject in a large city. I hope he will happen to see this recital. He will recognize the circumstances quickly enough, although the names are anything but the same.

I am not sure I have said that Mr. Horben had a rather keen sense of humor. . . . When I told him of this affray, he merely grunted — but there was a funny little smile on his face.

IN THE STATE in which Lordene is located, appropriations for the school year are voted at the same time the school-board members are elected. Provision is made on the ballot for each.

Two or three nights before the election, Steve Tarrett called me on the telephone. Said he wanted to see me right away. Steve and I were good friends; he had no connection with the school, but we were together a good deal.

"Brooke," said he, "you're in for a fight. Gesson's got it in for you because he hates Horben. Coming out on the train tonight one of the fellows told me the Judge had been around to see him, and has asked him to sign up with a big bunch he is quietly getting together, to go down to the polls at the last minute, and to dump Horben off the board. They're pretty well organized, and bank on taking the regular crowd by surprise. Horben isn't making any canvass, and usually there isn't a corporal's guard out to vote. This is on the level, and you'd better get busy. Let me know if I can do anything."

Whew! Election three days away and nothing done. I went straight to Mr. Horben, but I never said a word to him about his own election. On the contrary, I told him a big crowd was coming out to vote at the last second, and possibly the appropriations would fail to carry.

"Meaning, of course, that you're afraid I'm going to be beaten," said he rather slowly. "I didn't know anything about this movement you say is under way, but I don't believe Gesson carries weight enough in town to swing an election. He isn't after the appropriations; he is after me, the rest of the board and yourself. But I won't do a thing. Let the people make up their own minds; let them choose for themselves. No, I won't touch it."

"Possibly Judge Gesson doesn't control enough of the radical votes to win," I replied. "Possibly, Steve Tarrett is mistaken. But since there is this rumor, have you any objection if we try to make the vote about five hundred to nothing in your favor?"

"Go ahead, if you want to. I think you are foolish to mix in a situation like this. If you can get the boys out without showing your own hand, maybe you can get away with it. But I am not a self-seeker for any office. I'll not go out and wave the flag. I won't do a thing."

Well, I spoke to three people, and they spoke to three other people.

Sure enough, Steve was right. Half an hour before the election closed, nearly three hundred of the Judge's recruits marched down to the polls. But when the votes were counted, they found that nearly three times as many people with a different mind had been there before them.

And that was that.

ON OUR WAY home, Mr. Horben answered my rather anxious question.

"Oh, no, Mr. Hills. You need not worry about next year. This crowd will be sore for a few days; they'll do a lot of talking about what they'll do at the next election. But they'll take it out in talk. Forget tonight; just keep on running a good school. As long as you do that, the people will be satisfied, and they'll stand by you. Keep your mind on the school; that's the one thing for you or any other man in your profession to do."

Just as we said good-night at his corner,

"Mr. Hills, I want to thank you for what you've done. Your situation is different from mine; I'm settled in Lordene, but you'll be moving on one of these days. You'll forget this election, but," . . . and he hesitated a long second . . . "I would have felt very badly if I had been beaten after twenty-five years work for the schools. I am willing to tell you what I've never told another soul, that I've taken more pride from what I've been able to do in my work on the board than from any other association I have made."

And so I found Mr. Horben was sensitive.

We never spoke of this occurrence again. I did not want him to feel under any obligation to me. But I have always been glad I was able this one time to do the one thing for him which he really appreciated. . . . He had done so many things for me.

. . . "On one of these days" I moved on as predicted, moved on to a larger job, this time feeling I had something more than beginner's luck to recommend me. It was fifteen years before I returned west, and with Mrs. Hills stopped off to see our old friends in Lordene.

WE SAVED our call at the Horben's until last. They had been expecting us, and several of their children, now married were on the porch, waiting for us that pleasant summer eve-

(Concluded on Page 51)

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● Classroom work with "American" Henderson-Universal Sight-Saving Desks, Horace Mann School, Columbia University, New York City.



● Group study desk work with old type chair desks, Rural School, Midwestern state. An example of unavoidable bad posture and eyestrain.



● A rural school illustration sent in by a teacher. A pathetic example of bad sizing, unavoidable bad posture and dangerous eyestrain.

● Below—Classroom study group using "American" Universal Desks, University School, University of Chicago.



● Another view of classroom work with "American" Henderson-Universal Sight-Saving Desks, Horace Mann School, Columbia University, New York City.



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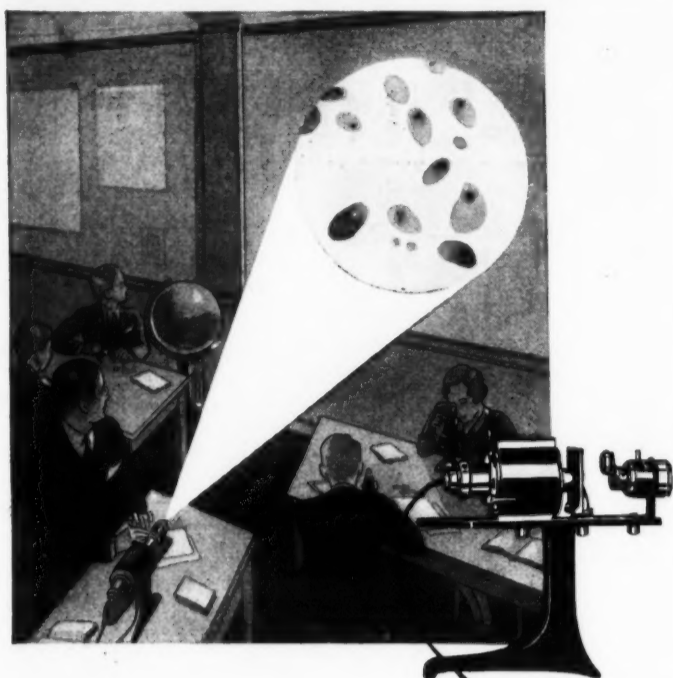
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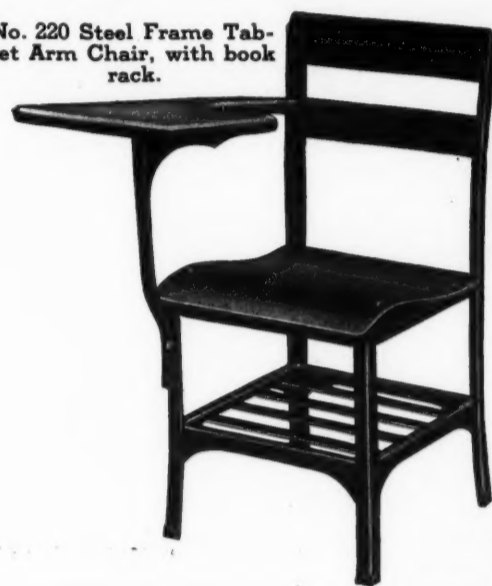
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No. 220 Steel Frame Tablet Arm Chair, with book rack.



(Concluded from Page 48)

ning. There was Bill, once the hero of a story I wrote for this magazine years ago, and . . . Chairman of the Teachers Committee, as he told me with a grin. And there were the others, — the kindly, gracious Mrs. Horben who had befriended my wife in our first lonesome days at Lordene.

And there, in a great chair was Mr. Horben, still smoking the "very light cigars, Mr. Hills; try another," a little grayer around the temples, long ago retired from the board. We chatted for a few moments, and then, with the same severe tone as in the earlier years,

"Mr. Hills, I want to ask you why you are recommending thus-and-so. I saw it in the papers. Now, I am surprised at you. Don't you know." . . .

I smiled. Bill laughed outright.

"Hum," said Mr. Horben, and he looked at me quizzically. "The boy grew older."

Only it sounded like a question.

"Yes," said I.

I hope I have. But not too old. School people have no business growing old.

. . . This was the last time I have ever seen Mr. Horben, or ever shall, for that matter.

In this world, at least.

I'm so very glad we called.

School Finance and Taxation

Some Adroit School Financing

The school board of Lee County, Florida, within the past fifteen months, purchased and retired \$225,000 in bonds at less than half their face value, making a saving of \$130,000 to the taxpayers.

This transaction was entered into despite the fact that the school board is at present in default \$90,000 on principal and \$44,835 on interest, making a total of

\$134,835. The present outstanding bond indebtedness for principal is \$747,000 including the \$90,000 in default.

Harry F. Hendry, superintendent of schools, stated that the school board has used the sinking fund to buy cheap bonds rather than pay off maturities at 100 cents on the dollar.

FINANCE

♦ The Kansas State Association of School Boards has begun a study to promote legislation looking toward the equalization of the school-tax burden in the state.

♦ Tulsa, Okla. The board of education has adopted a tentative budget of \$2,004,200 for the school year 1934-35 and has asked the voters to approve a 10-mill excess levy to provide 60 per cent of the school income.

♦ The failure of towns and cities outside of Buffalo, N. Y., to collect school taxes will force Erie County to pay them approximately \$800,000 this year, according to Arthur J. Adler, chairman of the finance committee. Under the state law, explained Mr. Adler, the county is obliged to reimburse the school districts for all uncollected taxes. The county appropriated \$500,000 in the budget for this purpose, but these funds have been exhausted and it has been necessary for the county to borrow an additional \$300,000 so that the schools will not suffer.

♦ The school board of Tulsa, Okla., has won its fight against the excise board of Tulsa County when the latter group approved a resolution granting the school authorities \$20,470 which had been allocated the city schools from the state beer tax. The District Court at Tulsa had granted a writ of mandamus compelling the excise board to allow the appropriation and leaving with the school board full authority toward expenditure of the money.

♦ Aurora, Ill. The school board has authorized the issuance of \$435,000 in 1934 tax-anticipation warrants in order to carry on the work of the school district during the coming year. Of the total amount, \$315,000 is against the educational fund, and \$120,000 against the building fund.

♦ Barberton, Ohio. The school year 1932-33 was eight and one-half months in length, of which two weeks were donated by the teaching staff. The new school year for 1934 has been set at nine months, with a curtailment in expenditures, including drastic salary reductions, a reduction in the number of teachers, and an increase in the teaching load. The 10-mill limit on real estate will become effective January 1,

1935. Unless the legislature comes to the aid of the schools, the financial outlook for the Ohio schools is exceedingly dark.

♦ Federal aid to schools failed to receive an indorsement from the League of Women Voters at the convention in Boston, April 27. The opposition held that such aid will stand in the way of tax reform in the several states and will be a barrier against needed economy and improvement in district organization.

♦ The Michigan State Tax Commission at Lansing has announced a drop of almost \$2,000,000 in primary school-fund receipts for the year 1934. The drop is due to the public utility corporations which, in lieu of ordinary property taxes, pay into the primary-school fund at a rate based on the average of property taxation for the whole state. While the valuations have been changed only slightly, the drop in the average rate of property taxation from \$32.79 to \$27.39 a thousand means a tremendous saving to the companies represented. The indicated tax on the total property of these companies is \$9,663,955, against a tax in 1933 of \$11,626,823.

♦ North Adams, Mass. The state board of education recently approved the mayor's action in making a 10 per cent reduction in the annual school appropriation. The action was taken in order to exact from school-department workers the same concessions which other employees of the city were making voluntarily through 10 per cent salary contributions.

♦ East Providence, R. I. The school board has obtained approval of a loan of \$274,000 for school construction work. The construction work will provide additional accommodations needed for the junior and senior high schools.

♦ Cambridge, Mass. The school board has prepared a tentative budget providing for an expenditure of \$130,000 more than was provided during the school year 1933-34. A referendum has been called, under a provision of the Cambridge charter, because of the failure of the school board to change its budget vote.

♦ Harlan, Ky. The city commission, at the suggestion of the board of education, has set the 1934 school tax levy at \$1.50, which is an increase of five cents over the levy for 1933.

♦ Waltham, Mass. Advocates of home talent in the appointment of teachers recently gained a victory when the school board voted to substitute the name of Edith G. Scott, a local teacher, for that of Miss B. Elizabeth Knight, of Reading. The nonresident teacher had been recommended by Supt. W. H. Slayton for the position of Latin teacher in the high school,



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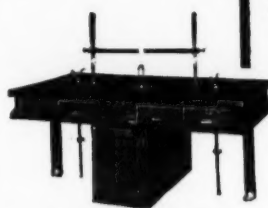
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but after the substitution had been voted, the superintendent yielded to the urging of the mayor and recommended the resident teacher for the position.

♦ Chicago, Ill. The board of education has begun legal proceedings to qualify for a government loan which will enable payment of back salaries of teachers and other school employees, totaling nearly \$29,000,000. The anticipated loan will provide for the carrying out of a two-point program to place school finances on a sound basis. The loan is being made with school properties as security and is expected to be the real solution to the immediate problem.

♦ Rockford, Ill. The board of education has called for \$75,000 worth of 1933 tax-anticipation warrants for payment. The action brings to \$200,000 the total amount retired since tax collections began a short time ago. The rapid retirement of tax warrants is attributed to the speedier payment of taxes on the part of property owners.

♦ Oklahoma City, Okla. The school board is faced with the problem of distribution of the \$140,000 raise in salaries voted/teachers in the budget for the next school year. One member of the board urged that the larger part of the raise be given to teachers in the lower salary groups. Other members contended that a blanket increase of 7 per cent should be given all teachers on the staff.

♦ Revere, Mass. The so-called economy of the school board in allowing only \$1,000 for school repairs during the year, has been criticized by F. H. Farrell, a member of the board. Mr. Farrell pointed out that under the present allotment of money, only a few minor repairs can be made, and major repairs must wait until next or succeeding years, which means delay and added expense.

♦ Providence, R. I. The school board has failed to agree to meet the demands of the city council that it reduce its budget of \$4,083,691 by \$500,000, even though it has been warned that refusal may mean an increase in the tax rate. The council has demanded that the school budget be decreased by \$500,000 in order to balance the city budget.

♦ Springfield, Mass. Dr. Alfred M. Glickman, at a recent meeting of the board of education, urged that school-building needs of the city take precedence over the erection of a new city hall. He pointed out that conditions in some of the schools are disgraceful and should be remedied immediately. Dr. Glickman criticized the use of portables for classrooms, holding that they are hazardous and uncomfortable. The board also listened to the sentiments expressed by a group of residents who pleaded for new buildings.

♦ Muskogee, Okla. The budget of the city schools for the next year has been set at \$299,400. Last year the expenditures amounted to \$322,000.

♦ The Illinois Senate has passed the gas-tax-diversion measure for school relief in the state. The appropriation bill divides the \$16,000,000 gas-tax diversion into two funds of \$2,800,000 for high schools, and \$7,200,000 for grade schools.

♦ Chicago, Ill. The school board has made plans for a six week's cash payment to employees of the schools. The payment was made available through the sale of \$500,000 worth of 1934 tax-anticipation warrants to the Chicago Surface Lines. The payroll is for the last half of August and the month of September of last year, and amounts to \$2,192,000.

♦ Freeport, Ill. Plans have been started for effecting a reduction in school expenditures during the next school year. The need for cutting costs resulted from a reduction in school-tax funds, due to a 10 per cent reduction in assessed valuations.

♦ W. F. Confrey, president of the Illinois State School Board Association, recently urged the enactment of legislation providing for a bond issue to provide financial relief for public schools of the state. The request was made in connection with a conference on finances held in the office of Governor Horner.

♦ Sharon, Pa. The school tax levy has been increased by six mills for the 1934-35 school year. Last year six mills were taken off, with the result that the school district has a deficit of \$100,000 for the present year. The money is being obtained by a bond issue, with delinquent taxes as the security.

♦ The Education Committee of the House of Representatives at Washington has approved legislation to permit grade and high schools in financial straits to draw upon a 75-million-dollar federal relief fund. The bill provides that the fund be used with the advice of the United States Office of Education and be of assistance in keeping schools open during the next school year. The measure provides that there shall be no federal control of education in the states.

♦ Davenport, Iowa. The board of education has proposed that the schools be exempted from the Beatty-Bennett tax law for 1935 in order to make it possible to balance the school budget. The board faces an almost impossible task in the balancing of its budget, due to a large increase in school expenses, the high cost of repairs, and a shortage of funds.

TEACHERS' SALARIES

♦ Catskill, N. Y. During the past year, the teaching staff suffered only one cut of 8 per cent. The cut will

be continued for another year, due to the condition of the school funds.

♦ Ripon, Wis. Teachers' salaries have been raised 5 per cent for the ensuing school year by the board of education. Cuts ranging from 10 to 25 per cent were taken by the teachers during the past three years.

♦ Somerville, Mass. The city board of aldermen recently ordered a cut of \$16,000 in the salaries of teachers, in addition to the \$22,000 cut recommended by the finance committee. The appropriation for salaries of teachers totals \$1,175,000 for a teaching staff of 560.

♦ The research division of the National Education Association has issued a report, as of April 15, 1934, showing the number of school districts which have restored part or all of the salary cuts previously ordered by the school boards. A total of 85 cities in 17 states have reported restoration of salary cuts during the past few months. Twenty-two states did not report any salaries restored.

♦ Newton, Iowa. The board of education has voted to restore one half of the 20 per cent salary cut in effect during the past year. The action of the board involves an increase of \$19,000 in the salary outlay.

♦ Redmond, Oreg. The school board has voted increases in salary to elementary- and high-school teachers.

♦ Michigan City, Ind. The school board has proposed a new salary schedule, providing for an upward revision of teachers' salaries which had been reduced by 10 and 15 per cent during the past two years.

♦ Keene, N. H. Four members of the high-school faculty have been given increases of \$100 this year.

♦ Johnston, R. I. The school board has included in its 1934 budget an item of \$60,652 for teachers' salaries, which is an increase of \$1,276 over the estimate for the year 1933-34.

♦ Minot, N. Dak. Supt. L. A. White has presented to the board of education a new salary plan, calling for the restoration of half a month's pay at the end of the first semester, and a similar payment at the end of the second semester during the next year. The extra payments to teachers would amount to a 10 per cent increase in salaries.

♦ Little Rock, Ark. The school board has proposed a new salary plan, providing for salary increases of 25 per cent for all school employees. The increases will be effective with the approval of the 1934 contracts and are intended to restore part of the 30 per cent salary reductions of last year.

(Concluded on Page 54)



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(Concluded from Page 52)

♦ Great Barrington, Mass. The school board in re-appointing the present school faculty, has voted to continue the 10 per cent reduction in salaries for the next year.

♦ Amesbury, Mass. The school board has announced that the school appropriation for next year is sufficient for a salary schedule on a 79 per cent basis. The teachers had asked whether the money was sufficient to maintain salaries on an 85 per cent basis of the salary in 1932. The fact that the finance committee had cut the recommendation had made it necessary to revert to the old schedule of 21 per cent under the 1932 salary basis, or 79 per cent.

♦ Auburndale, Me. The board of education has voted to continue teachers and janitors under the present 15 per cent salary cuts in effect since September, 1932.

♦ Waltham, Mass. Teachers whose voluntary pay rebates were estimated on their basic salaries and not on the amounts they actually received will be reimbursed to the extent of their so-called double contributions. The reimbursements will cover deductions made during the current year and will include similar deductions made in 1933.

♦ Watertown, Mass. The board of education has restored the salary scale to the level of 1932.

♦ Wausau, Wis. The school board has voted increases of 10 per cent in salary to members of the teaching staff. The board voted to require that teachers improve their professional preparation by attendance in some educational institution. A bonus of \$50 will be paid for the completion of a summer course in order to help the teacher in meeting the cost of the additional preparation.

♦ Moline, Ill. The board of education has voted to partially restore to teachers, principals, and other school employees the salary cuts put into effect in 1932 and 1933. The board's action has increased the total payroll by 3½ per cent, excluding the regular scheduled raises, and increases the pay of individual teachers from 2 to more than 4 per cent.

♦ Beloit, Wis. Although the board of education approved a budget calling for restoration of the last 10 per cent salary cut for school employees, the contracts were offered at the same salaries as last year, subject to the approval of the budget by the city council.

♦ Shawano, Wis. The school board has voted to cut the salaries of teachers 6 per cent during the next year. Two new teachers have been added to the staff.

♦ Chicago, Ill. Mayor Kelly was recently hissed by a group of teachers seeking their pay for the past

eight and one-half months. The delegation of teachers had met the mayor in the city-council chamber to inquire as to the prospects of a pay check. A little later, the school board announced its employees would receive a month's pay, due to the sale of tax-anticipation warrants. The \$272,000 will pay teachers and 4,000 other employees of the board for the last two weeks of August and the first two weeks of September, 1933.

♦ Findlay, Ohio. The executive committee of the local teachers' association has issued a statement, refuting a rumor that the teachers had planned a protest against the action of the board of education in continuing school sessions for a full nine-month term. The action of the board means that the teachers must wait until late summer or fall for their pay covering the final weeks of school.

♦ Ellwood City, Pa. All members of the teaching staff have been reelected, at an approximate increase of 10 per cent in salaries. All new teachers will be selected according to a plan, which considers the factors of education, experience, references, interview, written examination, and an evaluation of the applicant's college credits.

♦ Carbondale, Ill. An average salary increase of 10 per cent has been given to the members of the teaching staff.

TEACHERS AND ADMINISTRATION

♦ Vineland, N. J. The school board has taken up plans for retiring eight teachers who have not reached the age limit, but who have served from 35 to 40 years and are past 60 years of age. The voluntary retirement of these teachers would leave places for younger teachers seeking teaching positions.

♦ Shelbyville, Ill. The school board has adopted new rules governing the selection of teachers. In order to encourage higher academic and professional standards on the part of teachers in service and those who may later be added to the staff, new teachers will be required to present a bachelor's degree from a teacher's college or similar institution. To encourage teachers in the service to improve their professional training, a small amount will be added to their salaries upon the completion of a summer course.

♦ Eau Claire, Wis. The school board has adopted a new rule, setting the age limit for teachers at 60 years. The rule becomes effective in June, 1935. Approximately 13 teachers in the schools are affected by the age-limit rule and will be automatically retired during the next ten years.

♦ Kalamazoo, Mich. The board of education has voted to adopt the ten-payment plan for the school

payroll, beginning with October 1. Under the plan, one tenth of the annual salary of each teacher will be paid on the first day of each month of the year.

♦ Dr. Payson Smith, State Commissioner of Education of Massachusetts, speaking recently at the Springfield district conference of the school committees, urged that teachers be selected for serving solely on their qualifications as teachers, and not because they are residents of a certain city or town, or because they need a job. He criticized the practice of employing only local teachers. He declared that there is a danger that an expert teacher in a subject may be assigned to teach some other subject simply because the department in which the teacher is proficient is filled.

♦ Commissioner of Education Frank P. Graves, of New York State, in a recent decision given to the board of education of Rochester, has ruled that the board was empowered under the law to drop temporarily a teacher of automobile mechanics because the position had been discontinued.

The Commissioner, in his ruling, held that a board of education has a right to abolish a position at any time; that the action of the board in abolishing the position relates strictly to the position and not to the incumbent; that the board was bound by the statute to place his name upon an eligible list and to appoint him to the next vacancy in a position similar to the one held by him. It was further held that there was no statutory requirement that the board created a vacancy by dismissing another employee even though such an employee was serving a probationary period.

In the case decided by the Commissioner, the appellant had been a teacher in the Rochester schools for eleven years. The board of education abolished the position and he appealed, first, on the ground that because he had tenure, the board could not abolish the position, and second, that because his position was abolished illegally, he was entitled to either of two positions alleged to be similar, and held by teachers serving their probationary period.

♦ San Francisco, Calif. The board of education has approved a proposal of Supt. Edward A. Lee, calling for sabbatical leaves for teachers for study and professional growth.

♦ Corporation Counsel Paul Windels, of New York City, in a recent decision, has ruled that a residence restriction contained in a local law, cannot apply to teachers or other employees of the board of education whose salaries are paid in part out of state funds. The ruling was given to the board of aldermen of the city and was a victory for the teachers who are fighting the Sullivan ordinance.

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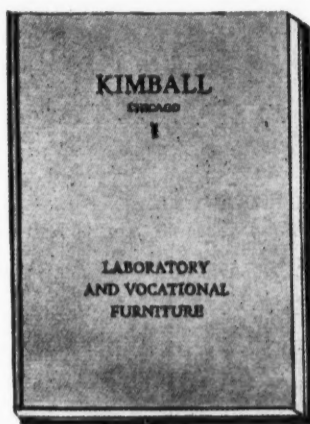
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School Board News

♦ Portland, Oreg. A two-year battle by H. M. Kenin, a former school-board member, for inclusion of teachers' sick-leave benefits in the school budget, has ended with a ruling by District Attorney L. L. Langley, that the school district is bound to contract to pay for sick leaves. The attorney ruled that any action to revise the amount of the budget item by the commission does not relieve the school district from the contractual obligations already assumed.

♦ Waterbury, Conn. The school board has adopted a new rule, requiring that fees be paid for the use of schools by outside organizations. Under the rule, a fee of \$5 must be paid to the principal or teacher acting as supervisor. One dollar an hour or fraction of an hour must be paid to the janitor for services rendered. Where no admission fee is charged, janitorial service only must be paid for by the group providing the entertainment. Where a building is used in the afternoon, no charge will be made for janitorial service, unless the janitor is detained later than five o'clock, or where the duties involved make a charge necessary.

♦ Hartford, Conn. The corporation counsel has rendered an opinion to the effect that the board of education acted within its rights in fixing the annual salary of Supt. Fred D. Wish, Jr., at \$8,000. The counsel, however, ruled that the board did not act within its rights in setting the salaries of two new assistant superintendents. The changes in salary were proposed in connection with a new plan of consolidation.

♦ Newton, Mass. The school board has adopted a new policy, giving preference to residents of the city in the election of new teachers.

♦ Marlboro, Mass. Supt. E. P. Carr has proposed the restoration of the position of physical director in the public schools, due to the increased amount of leisure of students. In his monthly report to the board, Superintendent Carr declared that physical training should be emphasized in order to provide interesting means of recreation.

♦ Pittsburgh, Pa. The school board has awarded contracts for 258 school supplies and equipment items, totaling nearly \$100,000. The board estimated that school supplies for six months will cost \$15,000 more at present prices than at 1933 rates. More than half of the low bids accepted showed price increases of

from 10 to 100 per cent.

♦ Canandaigua, N. Y. The school board has authorized the continuance of the summer high school and the reinstatement of the kindergarten in the Union School, beginning with September.

♦ Findlay, Ohio. The school board has voted to operate the public schools for the full nine months this year, compared with seven last year. The funds on hand are sufficient for eight months only, and it will be necessary to borrow from next year's funds to meet the cost of the last month.

♦ Chattanooga, Tenn. The board of education has received a report from the commission which recently surveyed the Hamilton County government. The survey experts recommend that executive authority for the administration of the public-school system of Hamilton County be taken away from the chairman of the city board and that it be restored to the Hamilton County board of education. It is also recommended that the board of education abandon its practice of consolidating the position of chairman of the board and that of business manager of the county schools.

♦ Norfolk, Va. The board of education has voted to continue corporal punishment in the schools. However, such punishment may be inflicted only when the parents of the child consent. The action was taken over the protest of Mrs. A. O. Calcott, who opposed corporal punishment for pupils in any form.

♦ Knoxville, Tenn. The board of education has adopted a resolution to enforce the ruling against the organization of secret societies in the high schools. Principals and teachers have been instructed to deny any secret society the right to hold meetings in the school buildings. Members of secret organizations are forbidden to use the school name, or to represent the school in any contest or public capacity.

♦ Belmont, Mass. The board of education has voted to continue the department of tests and measurements. The board had previously decided to discontinue the department as an economy measure, but the suggestion was met with protests of parents and members of the parent-teacher association.

♦ Keene, N. H. The board of education has for the first time gone outside the city in making its purchase of the year's coal supply. Approximately 500 tons of coal were purchased from a Concord fuel-supply company, at a saving of about \$1 a ton.

♦ Fall River, Mass. The school board has been asked to approve a new insurance policy, calling for the insurance of school buildings under policies separated from the blanket coverage, at present in operation. It

is planned to continue the blanket coverage in force until a definite policy has been adopted.

♦ Toledo, Ohio. The school board has voted to take over the CWA staff of women attendance workers and has appropriated an \$8,000 salary allowance for these workers. The board dismissed the staff last year as an economy measure.

♦ Providence, R. I. The school board has adopted a rule, requiring that children under 7 years of age be given a health examination before being admitted to school for the first time. The rule has the approval of local medical authorities.

♦ Port Jervis, N. Y. During the depression period, the school board was able to keep the schools up to their customary standard. No school service was eliminated and the school-tax rate was kept to the minimum through the help of the teachers in voluntarily contributing 15 per cent of their salaries and by adding another 1 per cent for local relief.

♦ Cleveland, Ohio. The board of education has officially approved the newly organized teachers' union. In its first proposal, the union asked the adoption of ten points as the basis for this year's salary schedule.

♦ The New York State legislature has passed the teachers' furlough bill, providing for a schedule of furloughs for New York City teachers. The contribution from teachers to city economy will be about \$5,000,000, or nearly 50 per cent of the entire saving from pay cuts and furloughs imposed on city employees.

♦ Waltham, Mass. The school board has voted to refund to teachers the amount withheld from them as contributions while they were not receiving full pay. A number of teachers had been absent on sick leave and they found that their contributions to the city had been deducted during that period.

♦ Middletown, Ohio. The school board has approved a new course of study for the high school, prepared by a special committee. A new list of subjects and requirements will be prepared for use next year.

♦ Milwaukee, Wis. A resolution endorsing the right of a teacher to join the American Federation of Labor has been rejected by the school board's committee on appointments.

♦ Great Falls, Mont. The school board has adopted a plan for a reorganization of the supervisory activities. The change has been brought about by the assignment of supervisors of special subjects to teaching positions, with free time for supervision. The plan has been in partial effect for some years and the present action will extend it to the subjects of art, music, and physical training.

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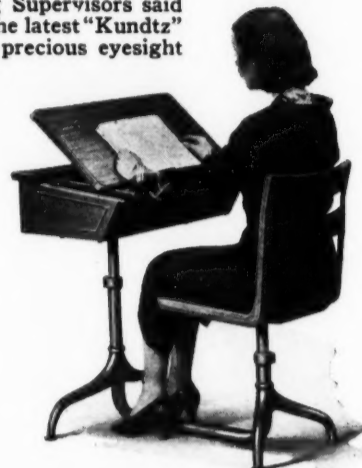
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Book News

Daily Lesson Plans for Teaching Gregg Shorthand by the Sentence Method

By Meyer E. Zinman, Roslyn E. Strelsin, and Elizabeth F. Weitz. Cloth, 316 pages. The Gregg Publishing Company, New York City.

The sentence method of teaching shorthand has been in successful use since it was introduced by Mr. Gregg to his classes of teachers in 1915. The lessons presented in this book were published serially in 1931-32 and were mentioned in the U. S. Government Bulletin No. 32 among the outstanding articles appearing in educational periodicals for the year 1931.

Thirty-two weeks of work based on the sentence method are outlined in daily lessons. The plans include a statement of the aim of the lesson, a review, suggestions for teachers, a presentation, the assignment, and a summary.

Teachers of shorthand will, we are certain, get results by following these outlines which are the result of practical classroom experience.

Public Relations for the Public Schools

By J. Flint Waller. Cloth, 112 pages. Published by MacCrellish and Quigley Company, Trenton, N. J.

This is a timely book. It is more necessary now than ever before to maintain a proper understanding between the public and the schools. When the economic conditions are disturbed the public becomes irritable and everything that involves tax support becomes subject to scrutiny and criticism.

The author urges the importance of public confidence when he says: "Instead of helping the people to get the needed information, to interpret it wisely, and to make sensible decisions, too often both school and municipal officials have thought to prevent retrenchment, or expansion, or change, at first by silence and inertia, and later by argument and partisan or group pressure. There are times for officials to work hard for or against a certain public action. In emergencies it may be necessary to ask for public confidence and blind support; but, except in emergencies, to fail to have the approval of the public based on sound information will almost surely result in a loss of public confidence and patience. Generally it is wise to look ahead, to see to it that the public understands and approves of policies and actions. This is excellent insurance against much radical and harmful public pressure."

The author provides a constructive program and enumerates the devices and aids to be employed in establishing contacts between the school and the public designed to diffuse information regarding the policies adhered to by the administrators and the results accomplished.

The book emphasizes five points as follows: (1) a wider use of school buildings; (2) a study of misfit pupils; (3) a study of community needs; (4) a program of information; (5) cooperation with individuals and groups. The use of the printed page is discussed in detail.

The Story Book of Food

By Maud and Miska Petersham. Cloth, 32 pages, illustrated. Price, 60 cents. The John C. Winston Company, Philadelphia, Pa.

In large type and colored pictures, the story of how man in all ages procured and prepared his food is graphically and compactly told. The soil provided vegetable and animal foods, and the streams and oceans provided fish.

The present-day methods of preparing food for human consumption are also described. The methods of transforming the offerings of the soil into palatable food, the grinding of corn, the cooking of vegetables and meats, are attractively told. Every page explains its own contents at a glance.

Health Stories

Book II. By Anna B. Towse, Florence E. Matthews, and William S. Gray. Cloth, 176 pages. Price, 68 cents. Scott, Foresman & Company, Chicago, Ill.

The purpose of this book is to teach children the importance of keeping well and happy. The text deals in stories which appeal to the child and which carry the lesson of cleanliness, healthful exercises, and play occupations.

The book, which is set in appropriately large type and abounds in beautifully colored pictures, fully achieves the purpose of the "Curriculum Foundation" series of readers in that it centers the attention upon ideas of interest and problems of real concern rather than mere reading.

Economic Civilization

By John A. Lapp and A. Franklin Ross. Cloth, 313 pages, illustrated. D. C. Heath and Company, Boston, Mass.

These authors have succeeded better than most others in producing an interesting and workable course in vocational guidance for the ninth-grade pupil.

The book contains six units of work: the world at work; the importance of education; the actual field of work; management of income, retirement; the citizen and the community. Each unit is provided with

necessary study helps, such as references, questions for discussion, etc. The illustrations are actual examples of the world's work.

Throughout the reader can see the twofold purpose of teaching the present-day economic organization of life and the leading of the student to make an intelligent vocational choice in the light of the knowledge he has acquired.

Progressive First Algebra

By W. W. Hart. Cloth, 416 pages. Price, \$1.28. D. C. Heath & Company, Boston.

Progressive Second Algebra

By Webster Wells and W. W. Hart. Cloth, 304 pages. D. C. Heath & Company, Boston.

These books displace the earlier and widely popular books by the same authors. They reflect the present tendency of expanding the explanations of principles and of carefully designating the manipulative materials for a minimum, an average, an inclusive course. Book One is rather simpler than the average algebra text and carries the work through quadratics and exponents. Mastery tests and additional problems are provided in each chapter for diagnostic and remedial purposes. The second book includes in the first seven chapters a complete review of the first year's work on a rather stiff level and then develops the usual topics to the binomial theorem and equations of higher degree. The remedial work is especially emphasized and enough of trigonometry is introduced to make the transition easy. In Book One, a human-interest note is introduced but is not maintained in the second book. The mastery tests and diagnostic seem to involve a useful but not altogether necessary duplication.

Stories of Outdoor Science

By Lewis M. Dougan. Cloth, 358 pages, illustrated. Lyons and Carnahan, Chicago, Ill.

Here is a delightful children's book. There are travels along the great waterways of the middle west and the interesting country that adjoins them. The ways of some midwestern animal life is told, and the trees and shrubs encountered are described. The signs and seasons in the sky make up the final chapter.

The aim of the author is to quicken observation, develop acquaintance with nature, and to broaden the understanding of the laws and processes of nature.

Our Neighbors Near and Far

By Frances Carpenter. Cloth, octavo, 222 pages, illustrated. American Book Company, New York City.

This is the introductory (fourth-grade) book of the new geography series called *Our World and Ourselves*. It gives the pupil, in story form, a general idea of first our own country and then of other parts of the world



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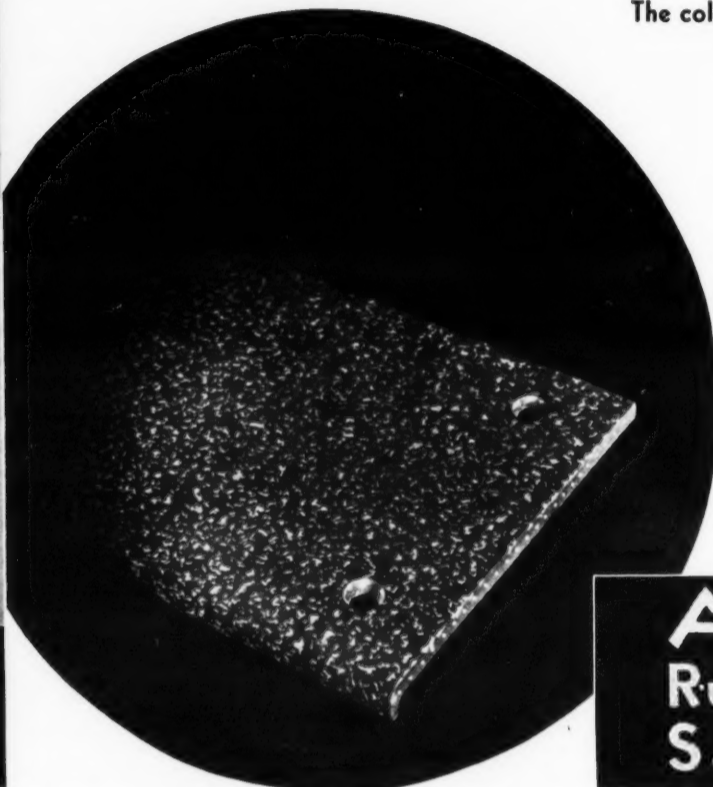
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Our Home State and Continent

By Albert P. Brigham and Charles T. McFarlane. Cloth, octavo, 330 pages, illustrated. American Book Company, New York City.

Modern practice places the study of the home state as the corner stone for the pupil's geography edifice. This book gives the home state its proper emphasis as an integral part of the text and not as a supplement. The home state is followed by the state group to which it belongs.

Our Home State and Continent is Book Two (for the fifth grade) of the new series known as *Our World and Ourselves*. While it considers the political divisions of North America, the emphasis is always on the types of climate and environment which give rise to differences in employment and living conditions. Pictorial illustrations are numerous, well chosen, and made a definite part of the story by means of carefully worded captions.

Grammar in Miniature

By Fred G. Fox. Paper, 64 pages. Price, 20 cents. The Bruce Publishing Company, Milwaukee, Wis.

This booklet, which has been prepared by the head of the English department in a Milwaukee high school, offers for advanced students a brief review of the principles of grammar. It is an outgrowth of the author's experience as a teacher in the high school, in the college, and in business extension. Though the book is intended for review, it is possible for any teacher to use it as a text for a full course in grammar. There are chapters on the sentence, on the parts of speech, on phrases, clauses, and sentences, together with rules of syntax, sentences for drill, punctuation drill, and some composition helps.

A New Plan of English Grammar

By Janet Rankin Aiken. Cloth, 224 pages. \$1.40. Henry Holt and Company, New York City.

Some years ago grammarians began to realize that our conventional grammar provides no pigeonholes for many English forms which do not fit into Latin molds. Writers began to offer solutions for specific difficulties, and the more aggressive among them have been working out new systems of classification and a more or less new system of terminology. The new science of grammar is still in the formative stage.

The author of *A New Plan of English Grammar*, an instructor in English at Columbia University, proposes

a rather simple plan of classifying grammatical units more strictly according to function than has been the custom. Her book fully merits the title of "a new plan." While students who are familiar with the details of conventional grammar will, here and there, challenge the proposed solution of a difficulty, they will welcome this work as the author's well-organized, concise version of the newer type of grammatical science.

One entirely new term, "non-sentence," has been coined to mean "a complete communication not in sentence form." This term understood in the specialized meaning assigned to it, has a strange sound but labels a definite thing for which we have had no name. Another strange-sounding term is "verbid." This word, adopted from Jespersen, the author uses, in preference to "verbal," to mean "a verb lacking the sense of completeness necessary for carrying a full sentence." But, she says: "A verbid cannot act as subject or complement; it has only a verb function." To illustrate the latter statement the author says that in the sentence, "Reading books is pleasant," the word *reading* is a verbid and in the sentence, "Reading is pleasant," the same word is a noun. We venture the assertion that *reading* is the subject of the first as well as the second sentence. Some of us will prefer to retain the old term "gerund" as a name for the grammatical function in both these cases. These are two examples of the "differences" the student will find in this book. While we have picked a little quarrel with one of them, we think that probably most of them are improvements. A study of the classifications and explanations set forth in this book will make clear to the student many of the reasons why a new plan of grammar is in demand.

To understand the new plan, it is expected of the student that he be familiar with the ordinary grammar taught in the grade school. We recommend this book to college students, to high-school teachers, and to advanced high-school students, especially for its value in stimulating thought and simplifying hitherto difficult constructions. If a teacher wishes to use the book as a high-school textbook, he should first become thoroughly acquainted with it himself.

The Story of Our Republic

By Irving P. Foote. Cloth, 448 pages. Price, \$1.24. World Book Company, Yonkers, N. Y.

This history for the upper grades represents the excellent work of a southern educator. It is distinctive in organization and in point of view and tells the main story of our country in language easily within the abilities of children of the intermediate grades. Each of the nine main units is divided into logical chapters which in turn may be considered as units for study

and recitation. At the end of each chapter there is an objective test to determine the pupil's memory and understanding of the chapter, a series of projects, and a group of honor-work projects. After each unit a review exercise of the objective type is provided.

The illustrations which are largely in color, include maps for study, portraits of important persons, pictorial representations of important events and conditions, and finally, graphs to impress dates and special facts.

The book is splendidly calculated to give children an understanding of the underlying causes and results of events and movements and to arouse an interest for further study in the higher school levels.

Five Years of State School Revenue Legislation, 1929-1933

Bulletin No. 1, January, 1934, of the National Education Association. Published by the research division of the National Education Association, Washington, D. C. This report describes two general types of school-tax revenues, including (a) state taxes the proceeds of which are allocated in whole or in part to public education at any level, and (b) state taxes which yield enough income to make possible significant school appropriations out of the state general funds. The principal findings are presented in form for convenient reference and information is given to show the development of state personal income-tax legislation as related to state school support.

The Regulation of Pupil Transportation in the United States

James C. Eddleman. Paper, 81 pages. Bulletin No. 3, March, 1934. Bureau of School Service, College of Education, University of Kentucky, Lexington. The development of pupil transportation as an important feature of the educational program of the nation has created a number of problems which demand careful attention. The present booklet has been prepared to determine the number and kind of regulations in the various states relating to public-school transportation. The final chapter presents suggestions for rules and regulations, designed to promote more efficient administration of pupil transportation. The material was collected from every state in the Union and an attempt has been made to present facts which will reveal the present situation in the country as a whole. Among the subjects covered are administration of transportation, duties and qualifications of bus drivers, and transportation equipment.

Public School Pupil-Cost Accounting

Bulletin No. 3. National Association of Public-School Business Officials. John S. Mount, Secretary, Trenton, N. J. This important bulletin is the result of five years' study on the part of the Committee on Pupil-Cost Accounting. It represents in a very fine way the findings of the professional school accountants of the United States as represented by a committee headed by Dr. Frederick B. Chambers, auditor of the New York City Board of Education. The Bulletin, which is technical, affords a carefully defined method of computing average daily attendance and average daily attendance costs on the basis of 1,000 pupil hours. It also suggests methods of computing current expense as well as capital outlay and includes a very carefully developed code of classifying school costs.

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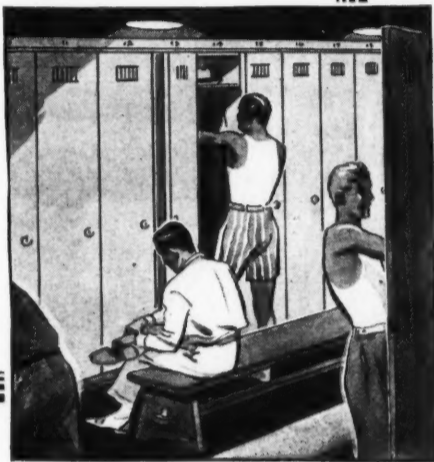
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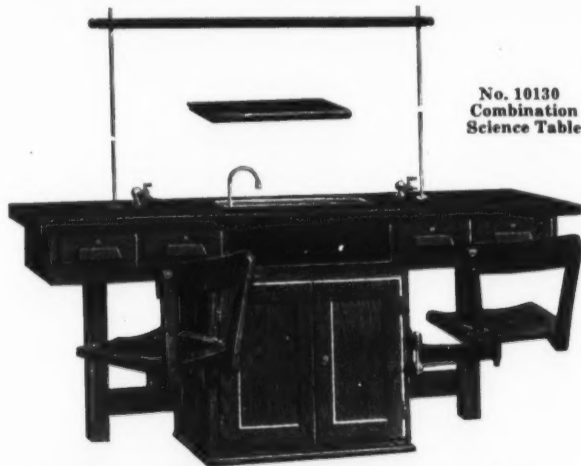


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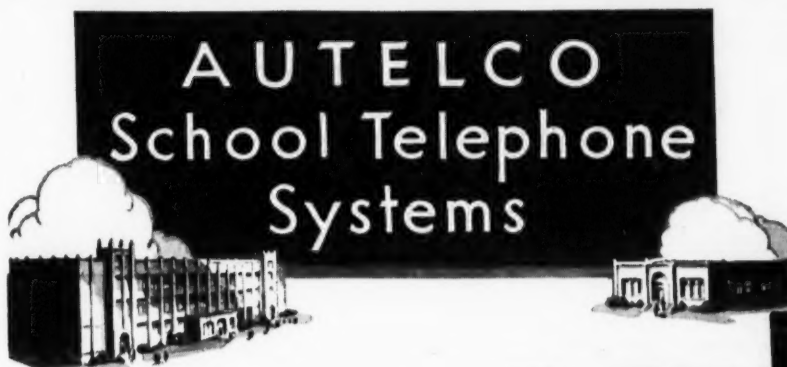
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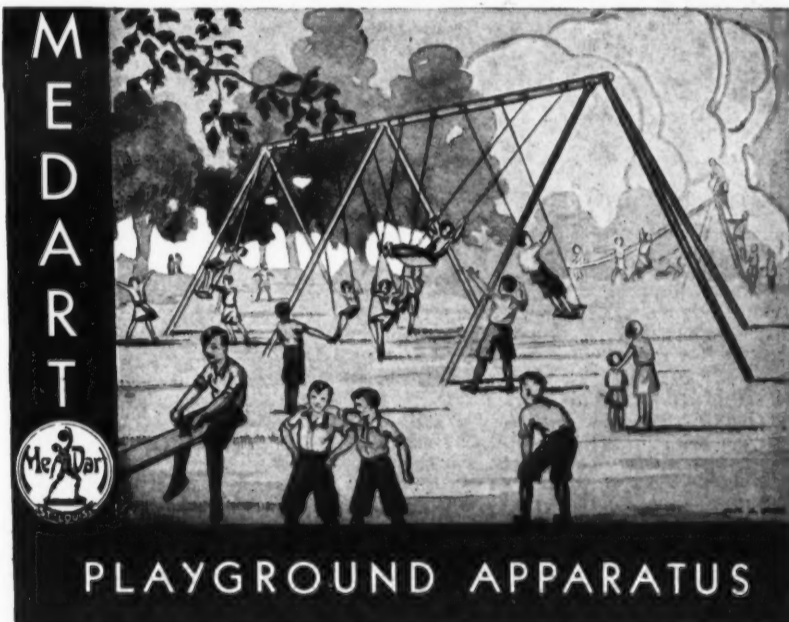
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Branch Offices in Other Cities

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School Administration Notes

ADVERTISING MATTER IN PUBLIC SCHOOLS

Supt A. L. Threlkeld, of Denver, Colo., recently conducted an inquiry among 63 cities of over 100,000 population concerning the advertising of commercial products in the schools. Fifty-eight cities replied that they prohibit all such advertising. These cities are as follows: Akron, Baltimore, Birmingham, Boston, Buffalo, Cincinnati, Cleveland, Dallas, Dayton, Des Moines, Detroit, Duluth, Erie, Evansville, Flint, Fort Wayne, Grand Rapids, Houston, Indianapolis, Jacksonville, Jersey City, Kansas City, Long Beach, Los Angeles, Louisville, Memphis, Milwaukee, Minneapolis, Nashville, New Orleans, Newark, New York, Norfolk, Oakland, Oklahoma City, Omaha, Philadelphia, Pittsburgh, Portland, Providence, Richmond, Rochester, Salt Lake City, San Antonio, San Diego, San Francisco, Seattle, Springfield, Spokane, St. Louis, St. Paul, Trenton, Tulsa, Utica, Washington, Wichita, Worcester, and Youngstown.

TEACHER TENURE IN CALIFORNIA

A suggestion for solving the much-debated problem of teacher tenure in California has been offered by the State Council of Education, representing the teachers' association. The plan would eliminate the causes for complaint which school boards and other public officials have had, and would enable school authorities to eliminate insufficient and superannuated teachers.

As explained by Mr. Willard E. Givens, president of the association, it is planned that any board of education may dismiss a teacher for cause without the formality of a hearing. A majority vote and the concurrence of the superintendent are required.

In case a teacher is dissatisfied it is provided that she may appeal to a district tenure board to be composed of two teachers, two board members, and a chairman to be chosen by the four. The decision of this board may be reviewed upon appeal by the Superior Court, and a new trial may be ordered if the board has abused its discretion. The court will take no new evidence.

After the age of 65, teachers may be reelected from year to year, but tenure will cease. It is planned that tenure begin after three years of probation, and that

it extend to only one teaching position. In rural schools, tenure is to be continued when a teacher is transferred by the county superintendent.

SCHOOL ADMINISTRATION NOTES

♦ Wyoming, Ohio. The teachers in the elementary schools have begun work on a revision of the course of study in reading and arithmetic. The revision was begun to meet the changes effected in the social and economic life of the nation.

♦ Helena, Mont. The board of education has adopted a rule, automatically retiring teachers and principals who reach the age of 65. Under the rule, teachers or supervisors now 65 will be employed for the coming school year, but will be retired in June, 1935. The rule applies to principals and superintendents, as well as teachers.

♦ Fostoria, Ohio. New contracts for teachers for the next school year include clauses providing for month-to-month employment and the presentation of proper teaching and health certificates. Teachers who marry during the school year automatically lose their positions under the contract.

♦ Mansfield, Ohio. The school board has voted to reestablish its plan of absence leaves for teachers for travel, advanced work, or recuperation from illness. The board reserves the right to limit the number of applications and the merit of each applicant. The leave-of-absence plan was in effect several years ago but had been suspended during the depression period.

♦ Galion, Ohio. Upon the suggestion of Dr. P. A. Murr, the school board has placed the retirement age of teachers at 70 years.

♦ Fall River, Mass. The board of education has received a request from the high-school teachers that their pay be adjusted by an increase of \$96. The revision is considered necessary to put these salaries on the 20 per cent reduction level established in 1931.

♦ Boston, Mass. Teachers who have not reached their maximum salary will receive an increase beginning with the fall term in September.

♦ Belleville, Ill. New contracts for teachers for the next school year call for ten months of teaching and a flat 5 per cent increase.

♦ Wyoming, Ohio. The school board has voted to adopt a nine and one-half-month school term for the next year. All salaries have been paid in full to date.

♦ Pontiac, Ill. Grade-school teachers have been given a 10 per cent increase in salary. In Jersey county, it is reported there is a tendency to increase the salaries of teachers in rural schools from 10 to 25 per cent.

♦ The Oklahoma State Board of Education has approved a plan for providing state-aid funds to overcome shortcomings in the federal relief educational program to guarantee a full term of school. Federal relief funds, it was pointed out, are not available for communities of more than 5,000 and other handicaps have operated to deprive needy districts of necessary financial aid. There is more than \$250,000 available in the state aid fund.

♦ Geneva, N. Y. The school board has adopted a budget of \$313,577 for the school year 1934-35, which is \$8,257 below the estimate for 1933-34. The amount to be raised by taxation is \$168,847.

♦ Toledo, Ohio. The operation of the temporary coal code in regulating competitive conditions within the fuel industry will result in double prices for coal used by the Toledo schools, according to a statement by R. S. Wenzlau, director of schools. It was estimated that the cost of coal for the coming winter will reach \$100,000, as compared to \$50,000 in other years.

♦ Las Vegas, N. Mex. The school board is in need of new buildings to take care of an increase in school enrollment. At the present time there is no money available for the erection of the necessary buildings. The board has resorted to half-day sessions and other expedients in order to provide accommodation for classes.

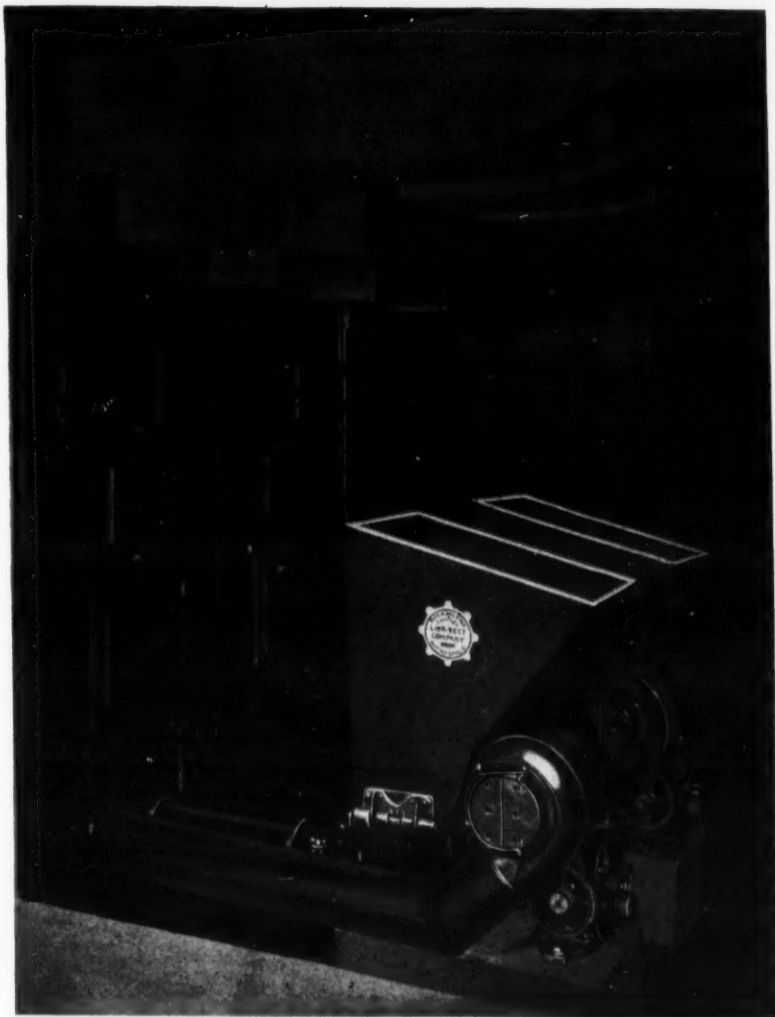
♦ Cranston, R. I. The school board has submitted three schedules of estimates to the city council covering school expenditures for the coming year. The board has proposed a readjustment of salaries upward, which will require a total budget of \$640,000 for the year. The estimate, including the restoration of salary cuts, amounts to \$658,000. The estimate for the school year 1933-34 was \$599,614.

♦ Oklahoma City, Okla. The board of education has voted to ask for a 10-mill excess levy, permitting a general fund of 15 mills for the next year.

♦ Providence, R. I. The board of education has adopted a new budget for the school year 1934-35, which calls for a total appropriation of \$3,841,790. The new budget is \$241,000 less than a previously submitted budget. The teachers' salary cut of 15 per cent now in effect, is continued in the budget for the next year.

♦ Keene, N. H. The fuel committee of the school board has adopted a new policy in purchasing coal for the schools direct from the mines. The school district has purchased several hundred tons of coal at the wholesale price, which will result in a substantial saving to the school district.

These Link-Belt Stokers Save the school 30% in Fuel Cost alone



The two Link-Belt automatic coal burners illustrated at the right, in service at a Wisconsin school, effect savings in the cost of coal amounting to 30%. In addition, this modern method of firing releases the fireman for other duties, eliminates smoke, is safe, and maintains healthful uniformity of temperatures.

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♦ Oklahoma City, Okla. The board of education has voted a blanket 7 per cent increase in salaries for teachers. The increase will mean a general fund of \$2,069,291 for the coming year, as compared with \$1,843,745 for the year 1933-34.

♦ Shaker Heights, Ohio. The board of education has voted to restore two pay increases in connection with the annual salary schedule during 1935. Under the proposed plan, the lower salaries in the schedule will be increased and the minimum would be raised, adding only 1 per cent to the total payroll of \$375,000 as of this year.

♦ Belleville, Ill. The township board of education has approved a flat 5 per cent salary increase for teachers and school employees. The increases were provided for in the budget.

♦ East Cleveland, Ohio. The school board has voted to make an 8 per cent cut in teachers' salaries for the next year.

♦ Delphos, Ohio. The school board has given month-to-month contracts to teachers, because of the condition of the school finances.

♦ Fayetteville, N. C. By unanimous consent of the school patrons, the public schools will continue to be operated on the platoon plan of organization. The continuance of the present plan has made possible the continuation of the teaching of music, art, physical education, and other subjects which could not have been conducted during the depression under the old type of organization.

♦ The twentieth annual State Conference of Superintendents of Schools of Massachusetts was held April 17, at Bridgewater, Mass. The officers elected for the coming year were: President, John F. Scully, Brockton; vice-presidents, W. B. Atwell, Wakefield, and W. R. Peck, Holyoke; secretary-treasurer, John J. Merriam, Framingham.

♦ The city and county of Waukesha, Wis., on May 5, joined in the celebration of the one hundredth anniversary of the founding of the city. On that date the Waukesha Historical Society unveiled a tablet to the memory of Lyman Goodnow, an early pioneer, who was responsible for the establishment and operation of the first school system in the community. He built the first log schoolhouse in the vicinity, and in 1840 he formed a partnership with William T. Bidwell to erect and found Prairieville Academy.

♦ Chicago, Ill. The Northcentral Association of Colleges and Secondary Schools, in a recent report, criticizing the administration of the city school system, took action denying accredited standing to ten new high schools created last fall, and warned eight

more high schools and two evening schools that they would be dropped next year unless the objectionable methods were corrected. Correction of most of the conditions in these schools is at present under way and in many cases will be completed before September 1, according to Supt. William J. Bogan.

♦ Elkhorn, Wis. The school board approved a plan, calling for a dental survey in the graded schools, to be made with the cooperation of the local dental society.

♦ Newton, Mass. Eighty undernourished children attending the preschool centers have been given daily doses of cod-liver oil. A shipment of ten cases was purchased with funds provided by the junior Red Cross.

♦ North Providence, R. I. The school medical inspector, in his annual report to the school board, has recommended the establishment of a system of pay clinics to extend treatment of defects in school children.

♦ Cranston, R. I. Diphtheria clinics, sponsored by the local parent-teacher council, have been inaugurated. The use of school buildings has been granted for the examination of pupils.

♦ Providence, R. I. The school board has received a suggestion from Supt. A. J. Stoddard, asking for a preschool health examination of children planning to enter the schools in September. All children under 7 years of age will be given a certificate of health before being admitted to school.

♦ Winchester, Mass. Parents of children under 7 years of age have been urged to bring the children to school for the regular preschool health examination. The plan seeks to remove all physical defects before the opening of school in September.

♦ New York, N. Y. The board of superintendents has adopted recommendations calling for an extension of the six-three-three plan of school organization next fall and the establishment of four new junior high schools. The new junior high schools are to be established in existing school buildings to give pupils in the vicinity the advantages of the junior-high-school plan of organization.

♦ Aurora, Ill. A new point system has been devised for use in the East High School. Under the plan, the number of points a student may carry will depend upon his scholastic average. A student with more than two E's will not be eligible for any points. One of the faculty members will serve as director of activities under the new arrangement.

♦ Las Cruces, N. Mex. An abandoned school building will be remodeled and repaired under FERA aus-

pices during the summer months. The addition of this space will relieve an overcrowded condition in three other grade schools.

♦ Sharon, Pa. Construction work has been started on a school stadium, to cost \$200,000. The stadium is being erected with CWA funds and will provide a seating capacity of from 10,000 to 12,000.

♦ Attorney General J. E. Finnegan of Wisconsin, in a recent opinion, has ruled that, under the Wisconsin health laws, a local board of health is required to provide free vaccination only for the school children of its own municipality.

♦ A determined effort has been made to give taxpayers of Denver, Colo., the impression that the board of education has been the one obstacle to tax reduction in Denver during the depression years. The board of education has compiled some facts to disprove partial truths stated and to introduce facts which had evidently been ignored.

The board has shown that the total tax warrant for taxpayers for school, city and county, and state purposes for 1931 was \$15,026,009. The tax warrants for these purposes for 1934 are \$11,992,460, which is a reduction of \$3,033,549 from 1931. Of this amount, the reduction made by the school districts accounts for \$1,138,064; the city and county reduction, \$1,415,020; the state reduction, \$480,465.

Looking at it another way, the savings to the Denver taxpayers in the tax warrants for 1932, 1933, and 1934 for schools, city and county, and state, as compared to what would have been levied if the warrant for 1931 had been continued for these years, amount to \$5,888,558. Of this amount, the reduction made by the school district amounts to \$2,408,485, as compared to \$2,628,376 for the city and county, and \$351,697 for the state. The school reduction is 12.5 per cent of what the total warrant for schools would have been for 1932, 1933, and 1934, if the warrant of 1931 had been continued.

♦ North Adams, Mass. The state board of education has approved the mayor's action in reducing the school department's appropriation by 10 per cent. The action was taken in order to exact from school department employees the same salary contributions as employees of other city departments.

♦ Providence, R. I. The board of education has adopted a new budget for 1934-35, totaling \$3,841,790, which is \$241,000 less than its previous estimate, and \$658,632 less than the gross budget submitted to the city council. The salary cut of 15 per cent is continued in the budget for next year.

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Draper Adjustable School Room Shades keep the sun OUT but let all the light IN. The patented Draper pulley bracket allows easy shade removal for cleaning.

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INDIANA

Personal News of School Officials

• **DR. GUSTAVE STRAUBENMULLER**, former associate superintendent of schools of New York City, died at his home in New York City, on May 13. He was 73 years old. Dr. Straubenmuller began his career in the New York schools in 1880 as a special teacher of languages and advanced through the various departments until his appointment in 1906 as associate superintendent of schools. From 1916 to 1918 he was acting superintendent following the retirement of the late Dr. William Maxwell. He was a graduate of the College of the City of New York and held a doctor's degree given by New York University in 1909.

• **MR. R. E. NOBLE**, of Morrisville, Vt., has been elected superintendent of schools at Barre.

• **SUPT. J. M. REED**, of Fostoria, Ohio, has been reelected for a term of five years.

• **MR. C. L. BERRY** has been elected superintendent of schools at Lancaster, Ohio, to succeed C. H. Griffey.

• **C. A. PALMER**, of East Palestine, Ohio, has been elected superintendent of schools at Dover.

• **MR. IRA BAUMGARTNER**, of Monclova, Ohio, has been elected superintendent of schools at Pemberville.

• **SUPT. H. B. TURNER**, of Warren, Ohio, has been reelected for a four-year term.

• **RAY A. LIMING** has been elected superintendent of schools at Reesville, Ohio.

• **SUPT. H. P. LOHRMAN**, of Strasburg, Ohio, has been reelected for another year.

• **MR. J. E. WARREN**, of Lakewood, Ohio, has been elected superintendent of schools at Newton, Mass. Mr. Warren is a graduate of Dartmouth College and holds a degree from Columbia University.

• **MR. R. H. WATERHOUSE** has been elected superintendent of schools at Akron, Ohio, to succeed T. W. Gosling, who has resigned. Mr. Waterhouse who was appointed for a five-year term, will take over his duties on July 1.

• **SUPT. L. D. KEPNER**, of Lisbon, Ohio, has been reelected for another year.

• **SUPT. W. A. WELLS**, of Kent, Ohio, has been reelected for a three-year term.

• **SUPT. E. S. KERR**, of Salem, Ohio, has been reelected for a five-year term.

• **DR. HENRY LESTER SMITH**, Dean of the School of Education of Indiana University, is being supported by Indiana school officials for the office of president of the National Education Association. Doctor Smith has been treasurer of the N.E.A., for nine years and has taken an active interest in the affairs of the teaching profession. He was instrumental in obtaining the present good school laws for the State of Indiana. The Association will hold its annual meeting in Washington, in July, at which time the delegates will elect a president.

• **DR. ERNEST O. MELBY**, formerly professor of education at Northwestern University, has been appointed dean of the school

of education at the University. Dr. Melby, who assumes the office on July 1, succeeds Dr. John E. Sout, who is to become dean emeritus.

• **MR. EARL STONE**, of Bridgewater, Mass., has been elected superintendent of the school systems of Windsor and Windsor Locks, Conn.

• **SUPT. H. E. MOODY**, of Bedford, Ohio, has been reelected for a two-year term.

• **SUPT. T. E. HOOK**, of Troy, Ohio, has been reelected for a five-year term. Mr. Hook is this year completing his fifteenth year in the superintendency.

• **MR. J. M. BURGESS**, of Salem, Oreg., has been elected superintendent of schools at Milton, to succeed Silas Gaiser, who has resigned.

• **SUPT. A. A. THORNTON**, of Johnston, R. I., has been reelected for another year.

• **MR. F. HERMAN FRITZ**, of Pottstown, Pa., has been elected superintendent of schools at Chester.

• **MR. A. J. DENMAN** has been reelected as president of the board of education of Grand Island, Nebr. S. E. SINKE was reelected as secretary.

• **MRS. HILDA BOYLE** has been reelected as president of the board of education of Schenectady, N. Y.

• **JOHN J. EGAN** has been reelected as president of the board of education of Buffalo, N. Y.

• **MR. ERSKINE RAMSAY** has been reelected as president of the board of education of Birmingham, Ala. V. H. HANSON was reelected as vice-president.

• **FRANK THOMPSON** has been elected president of the board of education of Shawnee, Okla., to succeed Frank Harris.

NEW PUBLICATIONS

Budgets, Salaries, and New Developments in City-School Systems

Bulletin No. 2, March 15, 1934, of the Research Division, National Education Association. This bulletin summarizes the replies from the twelve cities to a questionnaire on budgets, salaries, and new developments, involving administrative reorganizations, curriculum revision, business practices revised, new buildings occupied, and surveys made of building conditions.

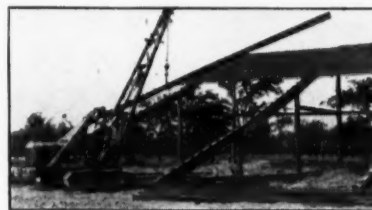
The Effect of the Depression and Educational Expenditures in Certain States

A valuable outline of the present situation, prepared by the general committee for Federal Emergency Aid for Education, N.E.A., Washington, D. C. The charts are particularly significant.

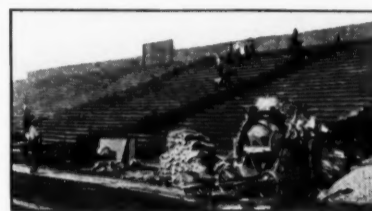
The Teacher and the Public

Eighth Yearbook of the Department of Classroom Teachers, N.E.A. A handbook of interpretation for teachers—this subtitle explains rather well the content of this N.E.A. headquarters staff expression of its present outlook on problems of (a) school publicity; (b) the economic value of education; (c) the school in the changing social order; (d) financing the schools; (e) the character and preparation of the modern teacher. The second half of the book suggests practical methods for telling the public about the schools through the radio, the newspapers, pupils' contacts, the professional organizations of teachers, and social and other groups of citizens. The discussions do not suggest how the classroom teacher, especially in the city, can gain more freedom of expression when all precedent and

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present rules rather limit statements to the newspapers, etc., through the superintendent and the school board. The chapter on economic value of education repeats the old arguments for personal gain and national enrichment, and stops just short of offering any definite, permanent intangible values. The chapter on social changes makes the current mistake of looking upon the family as having all but lost all its "institutional" functions. In the long run the school will lose if it persists in treating lightly any movement which harms the family; it will gain in proportion as the family regains strength in its economic, religious, and educational aspects.

Research Studies in Elementary-School Language No. 1

By E. A. Betts and O. R. Bontrager. Paper, 61 pages. Bulletin No. 2, March 15, 1934. University of Iowa Studies in Education, Iowa City, Iowa. Contains the results of two investigations relating to the field of elementary-school English. Both form a program of research in language work and provide for a critical evaluation of certain research techniques in the field of oral English. The study outlines the problem, describes the development of electric-recording apparatus, explains the procedure for appraisal of techniques, and offers an analysis and summary of the results and conclusions arrived at. The study provided for an identification of certain basic, fundamental attitudes, abilities, and skills, and sought to develop a technique for establishing the relative difficulty of 44 of the variations found, as well as to ascertain the extent to which errors persist from grade to grade.

Home-Economics Offerings in Institutions of Higher Education, 1932-33.

By Louise O. Pettit and Andrew H. Gibbs. Bulletin No. 134, April, 1934, United States Office of Education. The report includes 555 collegiate institutions and offers information on the number of courses offered, the staff members, the enrollment, the number of graduates, and the length of the courses offered.

PUBLICITY IN THE SMALL SCHOOL

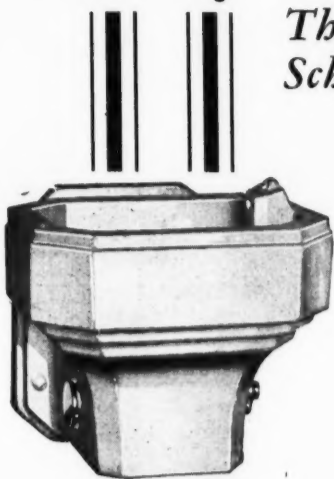
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many in addition can be used to promote the sentiment which is certain to arise in favor of education and the maintenance of good schools. None will necessitate an expenditure prohibitive in size. The majority of the best and most readily attained will cost practically nothing.

With school support dependent upon the public, with the needs of the educational program constantly growing, and with the tendencies toward retrenchment so general, it certainly behooves the school administrator to grasp every available opportunity to enable education to progress. The public will gain in sympathy as it comes to understand the real import of modern education, with its aims contrasted with those of the past.—S. Z. Scott.

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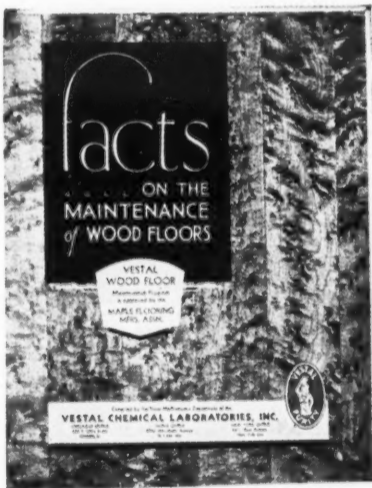
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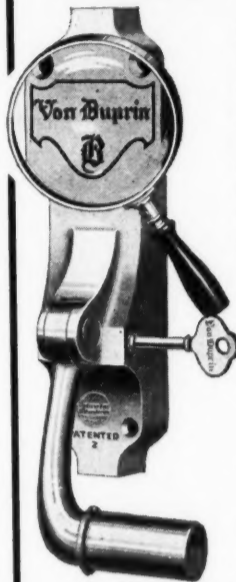


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Pages C366-C367

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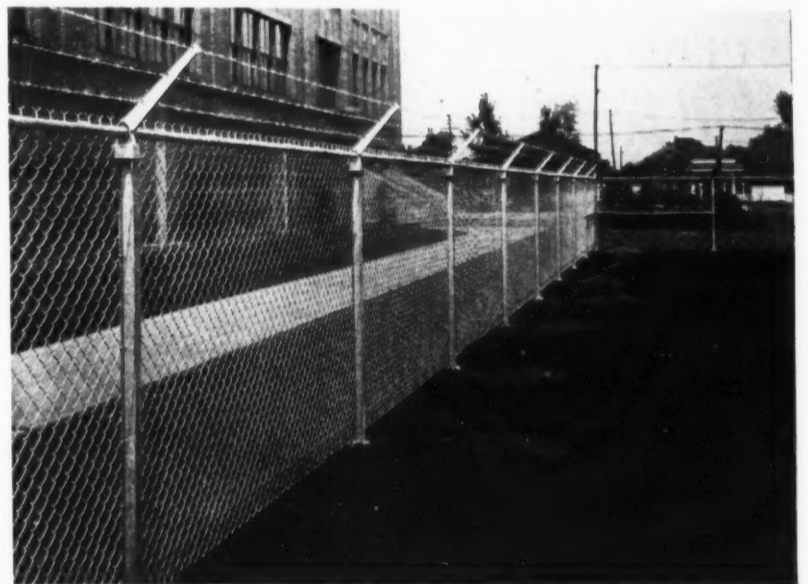
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Manufacturers of Billets, Rods, Wire, Barbed Wire, Nails; Chain-Link Lawn, Farm and Poultry Fence and Gates; Black, Galvanized, Galvannealed and Special Coated Sheets; Galvanized Roofing (also "Seal of Quality" Roofing); and kindred products.



It Will PAY to "AMERICANIZE" Your School

WHY? American Floor Maintenance Equipment Will Save You Money

AMERICANIZE and ECONOMIZE



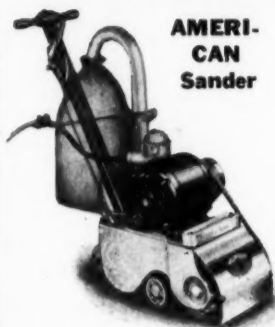
AMERICAN Sander-plane

This light-weight portable sander is the same as a cash asset for your school. In terms of work it represents the difference between hand labor and electric labor. It does the work of four men, is inexpensive to run, and for maintenance and vocational use will repay you many times over the actual cost.

For School Desks, Furniture, Blackboards, and Manual Training—use the American Sander-plane.



Sander-plane for Manual Training



AMERICAN Sander

The smoothness and uniformity of school room floors and hall's so desirable is easily accomplished with this powerful sander. Schools that use the American Sander first—have floors that are easily—thus cheaply—maintained on afterwards. This machine will give you floors as finely finished as the most expensive piano.



AMERICAN Low Boy

Here is a machine that is truly ideal for school floor maintenance. One you can use for various purposes, as a waxer, a scrubber, a polisher, and a sander. Besides it's NOISELESS. You can use it without disturbance. And it's built LOW, especially to get under low furniture. A fast worker, and a good worker. Yes sir, ideal in every respect for school work.



AMERICAN Floor Machine

Similar in use to the American Low Boy this machine works extremely fast, being purposely designed for large floor areas. Made for work that is costly and hard to do. A waxer—polisher—scrubber—all in one. Positively the fastest and finest machine for large floor maintenance you can buy. Built in two sizes.



AMERICAN Spinner

The American Spinner Sander is excellent for close work, places where a large floor sander is hard to use. Floor edges, school room closets, stairs, school furniture. Sands off varnish quickly, handles easily, and for utility purposes around a school can't be beat.



AMERICAN Pentra-Seal

As a floor finish Pentra-Seal is all the name implies. Floor surfaces are sealed and dust and dirt cannot penetrate the glass-hard finish. Abolishes scrubbing. Fine for desks, furniture. Proof against ink, stains, wear, and will endure indefinitely. Ask for a sample.

FOR all your floors be sure to specify "American". There is not a floor in your school, no matter the type, but what there is an American Floor Machine to surface it—an American Floor Treatment to preserve it, and an American Waxer, Polisher, Scrubber, to maintain it.

The world's oldest and largest builder of floor maintenance equipment offers you a complete line of guaranteed Floor and Maintenance Machines for your school. Americanize and you Economize.

Fully Guaranteed

The American Floor Surfacing Machine Company

515 So. St. Clair St.,

TOLEDO, OHIO

Personal News of Superintendents

- SUPT. C. C. GREEN, of New Castle, Pa., has been reelected for a four-year term.
- SUPT. T. H. FORD, of Reading, Pa., has been reelected for a four-year term.
- SUPT. C. E. DICKEY, of Allegheny County, Pa., has been reelected for another term.
- SUPT. L. C. KEEFAUVER, of Gettysburg, Pa., has been reelected for a four-year term.
- SUPT. JAMES KILLIUS, of Johnstown, Pa., has been reelected for a term of four years.
- MR. GEO. W. FEASER, of Middletown, Pa., has been elected superintendent of schools, to succeed H. J. Wickey, who has resigned.
- SUPT. R. C. LANDIS, of Conshocken, Pa., has been reelected for a four-year term.
- SUPT. J. H. DORR, of Monongahela, Pa., has been reelected for a fourth four-year term.
- DR. L. N. NEULEN, superintendent of schools of Camden, N. J., has been elected president of the local Rotary Club. Dr. Neulen had previously been elected first vice-president of the New Jersey Teachers' Association.
- SUPT. JOHN MOSS, of Paris, Ill., has been reelected.
- SUPT. L. W. FEIK, of Sioux City, Iowa, has been reelected for a three-year term. Mr. Feik has completed three years' service, having been elected to succeed the late M. G. Clark.
- SUPT. J. F. BEMILLER, of Galion, Ohio, has been reelected for another year.
- MR. F. R. CALDWELL, of Paoli, Ind., has been elected superintendent of schools at Mooresville.
- HARRY B. NASH, acting superintendent of schools at West Allis, Wis., has been elected as superintendent of schools, to succeed the late T. J. Jones. Mr. Nash has been head of the department of educational measurements at West Allis for a number of years.
- MR. J. N. CUNNINGHAM, superintendent of schools at Carroll, Iowa, has announced his retirement with the close of the school year.
- MR. A. E. FISHER, of Wymore, Nebr., has been elected superintendent of schools at Woodbine, Iowa.
- SUPT. C. C. BISHOP, of Oshkosh, Wis., has been reelected for another year.
- A. V. VEDDER, superintendent of schools at Rockford, Mich., has resigned and will enter the State University to pursue work leading to a doctorate degree.
- JESSE L. SMITH, for 32 years superintendent of schools in Dist. No. 107, Highland Park, Ill., died in a Chicago hospital following an operation. He was widely known in Illinois school circles.
- JOHN LUND, of Newton, Mass., has announced his resignation as superintendent of schools, in order to take up teacher-training work. The resignation takes effect August 31.

- SUPT. F. M. REYNOLDS, of St. Bernard, Ohio, has been reelected for a three-year term.
- SUPT. CHARLES S. MEEK, of Toledo, Ohio, has announced his resignation, to take effect at the close of the present school year.
- SUPT. A. E. MCDY, of Bedford, Ohio, has been reelected for another two-year term.
- DR. MAXMELL ROSS, chairman of the Allied Local School Boards of New York City, was recently honored at a testimonial dinner in recognition of his educational and civic activities in the Brownsville community. The dinner was attended by more than 1,000 persons interested in educational, religious, and civic activities.
- MR. F. H. MARTIN has been elected superintendent of schools at New Vienna, Ohio, to succeed A. L. Singley.
- ROY LIMING has been elected superintendent of schools at Reesville, Ohio, to succeed W. O. Knight.
- GLENN B. JEFFERS, of Camden, Ohio, has been elected superintendent of schools at Meeker.
- E. C. DILGER, retiring superintendent of schools of Millersport, Ohio, was recently honored with a dinner by the school staff. Mr. Dilger's school career covers 41 years, of which 35 were spent in Fairfield County.
- SUPT. M. E. STEELE, of Mendota, Ill., has been elected president of the North Central Illinois High School Conference.
- SUPT. H. AMBROSE PERRIN, of Joliet, Ill., has been reelected for another term.
- The board of education of Manchester, N. H., has named AUSTIN J. GIBBONS for the position of assistant superintendent of schools. The appointment is for a five-year term, at the present salary of \$5,000 a year.
- SUPT. A. S. JESSUP, of Cheyenne, Wyo., has been reelected for another term. Mr. Jessup has completed sixteen years of service in the city schools.
- MR. F. L. SHOWACY has been elected superintendent of schools at Alexandria, Nebr.
- SUPT. W. D. GAMBLE, of Sharon, Pa., has been reelected for a four-year term. Mr. Gamble has completed 21 years of service in the schools.
- SUPT. I. J. ROBINSON, of Boonville, Ind., has been reelected for a three-year term.
- MR. H. V. CALHOUN has been elected secretary of the school board of Belleville, Ill.
- DR. C. L. VEACH has been elected a member of the board of education at Bellevue, Iowa.
- MR. O. A. WILSON, Jr., of Bowling Green, Mo., has been elected principal of the high school, to succeed B. L. Kerns, who has become superintendent of schools.
- DR. JOHN F. GANNON, superintendent of schools at Pittsfield, Mass., for the past fourteen years, has been given a year's leave of absence, with full pay, beginning with June 10.
- SUPT. H. E. ZUBER, of Chagrin Falls, Ohio, has been reelected for a second three-year term.
- SUPT. A. B. CONKLIN, of Bowling Green, Ohio, has been reelected for another three-year term.
- MR. DENTON M. ALBRIGHT, of Rochester, Pa., has been elected superintendent of schools at Lewistown, to succeed C. S. Cox.

NEWS OF SCHOOL OFFICIALS

- MR. TRUMAN PLANTZ, Jr., has been elected president of the school board of Rock Island, Ill.
- MR. G. P. WARDLEY has been elected president of the Joliet township school board at Joliet, Ill., to succeed Marion K. Bowles.
- MR. OLIVER BASSMAN has been elected president of the school board of Jefferson City, Mo.
- DR. S. W. MCKELVEY has been elected president of the Belleville township high school board at Belleville, Ill. HENRY C. G. SCHRADER was reelected president of the board of education of the Belleville School Dist. No. 118.
- MR. JAMES GILLINDER, president of the board of education of Port Jervis, N. Y., has held the office for eighteen consecutive years.
- MR. G. J. TIMMERMAN has been elected a member of the board of education at Dubuque, Iowa.
- The school board of Canandaigua, N. Y., on May 3, reorganized with the election of the following officers: President, J. F. FISH, vice-president, W. F. LEWIS; treasurer, W. G. DEPEW; clerk, FRANK E. FISK. L. W. VAN DEUSEN and Mrs. C. HARVEY JEWETT were elected as new members.
- School officials of New York City recently paid tribute to the memory of THOMAS W. CHURCHILL, former president of the board of education, who died on May 7, at the age of 71. Mr. Churchill was a member of the board of education from 1911 to 1916, and during the last three years of that time served as president. He was one of the earliest advocates of vocational and prevocational education and sought for democracy in education.
- The board of education of New Rochelle, N. Y., has reorganized with the election of MR. CHARLES H. LANE as president. Mrs. MARY V. KENNEDY and Mrs. BELLE C. OLIVER are the new members on the board.
- MR. PAUL SCHOLZ has been reelected business manager of the board of education at San Antonio, Tex.
- MR. W. H. MURFIN has been elected president of the board of education at Fargo, N. Dak.
- The board of education of San Antonio, Texas, has reorganized for the year with the reelection of R. S. MENEFEE as president, R. L. HOGAN as vice-president, and Mrs. E. R. LEWIS as secretary. PAUL H. SCHOLZ was reelected as business manager for a one-year term.
- W. C. HARDING, of Chicago, Ill., has been elected superintendent of schools at Maquoketa, Iowa. Mr. Harding who succeeds B. S. Moyle, will take up his new duties in August.
- SUPT. H. S. MOFFITT, of Montpelier, Ohio, has been reelected for a term of three years. Mr. Moffitt has completed ten years of service as head of the school system.
- DR. CHARLES DEGARMO, former president of Swarthmore College, died at Miami, Fla., on May 15, after a brief illness. Dr. deGarmo, who was 86, had lived in Florida since his retirement. He served as president of Swarthmore College from 1891 to 1898, and then went to Cornell University as professor of the science and art of education. He was given the degree of doctor of laws by Millikin University in 1927.
- HENRY C. TURNER was recently appointed a member of the board of education of New York City, to succeed C. C. Mollenhauer, whose term expired on May 1.



CLASSES CHANGE:

Shuffling, sliding feet swarm through the halls . . . but THIS floor can stand it

IN the few minutes between classes, your school floors get more wear than most floors get in a whole day! That's why Armstrong's Linoleum Floors are so popular for schools.

They can take the hardest punishment—and smile! With simple care, they stay as neat and attractive as the day they were installed. They save the janitor's time . . . and that means a real saving of the school board's money.

Resilience is another important advantage of these floors. They are quiet—no echoing footsteps or screech-

ing chairs to interfere with teaching or study. They are comfortable, too.

Summer vacation is a good time to modernize shabby floors with linoleum. Armstrong's Linoleum Floors will add new life and color to old interiors . . . afford comfort and quiet underfoot. Let us send you our free book "Public Floors of Enduring Beauty." Your board and executives need these pertinent floor facts! Write Armstrong Cork Company, Floor Division, 1212 State St., Lancaster, Pennsylvania.



Armstrong's LINOLEUM FLOORS
for every school and college



RECURRENT FALSE OPINIONS

(Concluded from Page 12)

being, each has problems of religion, family life, recreation, reading, taxation, finance, neighborhood relationship; each has children to bring up, problems of transportation, of politics, and of physical and mental health. Are problems and issues involved so obvious and their solutions so clear, that we are willing indefinitely to cast our lot with uneducated neighbors?

"Education makes people unhappy," is a phrase often repeated, but find, if you can, a single man, woman or child who, having been enlightened or having had his abilities and powers increased, regrets the experience!

EDUCATIONAL ADMINISTRATION, A GROWING CONCEPT

(Concluded from Page 13)

to inspire them to further growth, to guide them, and to coordinate their work without resorting to authority.

2. All responsibilities which pertain to participation in (a) formulating or accepting a philosophy or theory of education for the community, (b) determining the objectives and aims of the schools, (c) evaluating current educational practice, and (d) planning an educational program for the community, the schools, and the individual learners can be classified as "DETERMINATIVE." This function is the one which requires the greatest amount of cooperation. It is the joint responsibility of the citizens, the administrator, the staff, and the learners. The extent to which all the foregoing groups participate will determine the ultimate effectiveness of the program.

3. All responsibilities which pertain to participation in (a) selecting ways and means for carrying out the educational program, (b) providing the ways and means for carrying out

the program, (c) carrying out the educational duties incidental to carrying it out can be classified as "EXECUTIVE." This function is the joint responsibility of the administrator and his staff; but it is the one in which the staff show their particular aptitudes. It is to be assumed that each will be a specialist in the carrying out of his own particular responsibilities.

THE UNITED STATES SUPREME COURT AND THE PUBLIC SCHOOLS

(Concluded from Page 24)

from attending private schools, as was shown in the Oregon case, yet it can restrict the rights of persons and property by the exercise of police power, to promote public health, morals, and general welfare.

The Supreme Court of the United States has been very conservative in its attitude toward the states; yet the state educational policy is, in a most vital way, subject to control by this court. Obviously, the state may go far in its control over education, but the duty of the courts is to sustain legislation which seems necessary and reasonable to protect the economic and social welfare of its citizens.

A COMPLETE GRADE-SCHOOL BUILDING

(Concluded from Page 31)

construction is of reinforced concrete, except for the long span over the auditorium-gymnasium which is steel. The classrooms are finished in plaster, with hardwood floors, and a minimum of oak trim. The toilets are finished with concrete floor and Keene cement walls. The building is heated with low-pressure steam and ventilation is provided by means of unit ventilators in all classrooms. The electrical equipment includes bell and clock signals, radio outlets, and

complete stage lighting. Plumbing is of the heavy-duty type, with standard school fixtures.

The building has an estimated pupil capacity of 525 at 400 pupil-stations. It cost \$182,748.36. The equipment, which includes movable chairs and tables in grades one to three and movable desks in grades four to six, cost \$13,594.46. On the basis of the cubic content, the cost was 37.7 cents, and the pupil cost was \$348.09. Contracts for the building were let before the extreme drop in prices of building materials and labor. Messrs. Lansing & Green, Watertown, were the architects.

SCHOOL PROPERTY APPRAISALS FOR INSURANCE PURPOSES

(Continued from Page 33)

cational magazine, like the SCHOOL BOARD JOURNAL, will be able to suggest reputable firms practicing in different localities. Since such work is done but once and since so much depends on the responsibility of the appraiser, great care should be taken in making the selection. When one has in mind the fact that the safety of the funds in the custody of certain boards depends upon the work of an appraiser, it becomes increasingly important that no mistake be made in the selection. H. C. Roberts, business agent of the board of education, Sioux City, Iowa, in a recent article offers two tests which should be met by appraisal firms before employment:

1. Will the appraisal be correct, reliable, and show all the values pertaining to the property in order that the owner be fully protected?

2. Will the completed schedule be in such order and form as to be accepted by the adjuster as a basis of settling fire losses which may occur under the policy?

To these may be added: Will it safeguard and protect the owner under the coinsurance clause?

School Architects Directory

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WILL MAKE SURVEY OF YOUR NEEDS
Complete Architectural & Engineering
Services by School Specialists
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WARREN S. HOLMES COMPANY

Architects and Engineers
Appraisals of School and College Buildings
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Superior Architectural and
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Architect

Consultant and Plan Advisor—Mr. Frank H. Wood,
former Director, Division of School Buildings and
Grounds, New York State Department of Education
New York Office—Suite 1432-33 W. 42nd St.

McGUIRE & SHOOK

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Specialists in Design of Educational Buildings
Consulting Service to School Officials

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J. FREDERICK COOK

Architect

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and

William B. Bragdon

ARCHITECTS

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MARTIN J. GEISE, Architect

I make a Specialty of Designing School Buildings in
Illinois, Iowa, and Missouri. Over 20 Years Experience.

QUINCY, ILL. AND KEOKUK, IOWA

109 N. 8th Street State Central Saving Bank
Building, 6th and Main

WALTER C. SHARP, ARCHITECT

Member, American Institute of Architects

Construction Building, Dallas, Tex.

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ARCHITECTS

267 Fifth Avenue, New York, N. Y.

Appraisal of Equipment

Some firms include inventories of equipment and supplies in appraisals. While it must be emphatically stated that no one but a trained appraiser of some reputation should be selected to work buildings, it is equally true that local school authorities may often take care of the appraisal of building contents and thus effect a considerable saving. The contents of a school building are limited in kind, and catalogs are rather complete in description so that replacement costs are easily established. Again, depreciation and addition are such that each individual piece of furniture or small item may have a different history and, hence, a different

rate of depreciation or obsolescence. An inventory sheet such as is here illustrated will serve the purpose quite as well as a more expensive piece of work by a qualified appraiser.

Replacement cost should be entered up, but the column denoting present value may be left blank. Because of rapid depreciation a figure representing 50 per cent of the replacement cost of general equipment will be acceptable to insurance companies under the coinsurance clause without separating out the items. In case of a loss the inventory is used as a basis of adjustment. The important consideration is that of listing every item, down to the waste-

basket and the erasers. Experience shows that the difficulty in establishing the loss itself does not lie so much in the exact value of the piece of equipment destroyed as it does in setting

Inventory _____ 193__					
Sheet No. _____	Building _____				
Department _____	Room Number _____	Priced by _____			
Called by _____	Extended by _____				
Entered by _____	Location _____	Examined by _____			
Check	Quantity	Description	Price	Extensions	

FORM FOR INVENTORY OF SCHOOL EQUIPMENT

up the evidence that there actually existed such a piece of equipment, together with its description.

The adoption of an insurance program in which is included a complete appraisal of buildings and a complete inventory of contents will nearly certainly prove to be an economical action and will afford adequate protection to the community without which public custodians may meet with keen disappointment in case of a fire loss.

SOUTH FACES DIFFICULT PROBLEM IN FINANCING SCHOOLS

(Concluded from Page 36)

pupil enrolled in 1930. It would have required \$431,171,266 additional funds to have brought the average expenditure for white and colored pupils of these eleven states up to the average of the United States, which was \$99. The eleven southern states spent \$23,461,959 on Negro public schools, which was \$12.57 per pupil enrolled. It would have required an additional expenditure of \$39,688,052 to have brought the expenditure per Negro child up to the average expenditure per white child in the eleven States.

2. *School Property:* Public-school property in 15 southern states was valued at \$1,086,942,000 in 1930. This represents an investment of \$123 per pupil enrolled, white and Negro. It would have required an expenditure of \$1,000,000,000 more to have brought the per pupil value up to \$242, which was the average for the United States. The value of Negro public-school property was \$72,000,000, an investment of \$37 per pupil enrolled. It would have required an additional expenditure of \$240,000,000 to have brought the investment up to \$157 which was the value for each white child enrolled.

SCHOOL-BUILDING CONSTRUCTION

In 37 states east of the Rockies, Dodge reports that during April 169 contracts were let for educational buildings, involving the construction of 1,990,900 sq. ft. of area and costing \$8,579,900.

In eleven states west of the Rocky Mountains, 23 new projects are reported, to cost \$2,924,140. One new building contract is reported, to cost \$43,000.

REMOVE OFFICES

Messrs. Coffin and Coffin, architects, have removed from 522 Fifth Avenue to 125 E. 46th Street, New York City.

BUILDING NEWS

♦ Fayetteville, N. C. All of the school buildings have been redecorated. The work was done during the Christmas holidays, with the aid of CWA funds. In addition, an athletic field and tennis courts were constructed, which added materially to the recreational features of the high school. While the present school plant is inadequate, plans are going forward for the erection of further additions.

♦ Fort Worth, Tex. Dr. N. L. Engelhardt, of Columbia University, has been employed as consulting specialist in connection with the new school-building program of the school board. The program will comprise seven building projects and will involve an expenditure of \$4,000,000.

♦ Mansfield, Ohio. The school board has begun the preparation of a program for an expansion of the school plant. The board has made application for a grant of \$37,500 and a loan of \$37,500 for the erection of three elementary buildings and repairs to other elementary schools. The board has proposed a survey of the school plant to include an estimate of the number of new buildings needed, the number of school additions, and the extent of the remodeling demanded to bring the plant up to the standard.

DUDLEY DUALGUARD COMBINATION LOCKS



Provide Simple, Effective Control of Student Property

The P-570 illustrated at the left eliminates student key problem yet provides master-key supervision with copy-proof key.



The S-540 facilitates locker reassignments. Lock combinations may be speedily changed with special reset key without removing lock or opening locker.

Dudley Lock Corporation

Corner Franklin and Randolph Streets
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School executives write for sample lock for free inspection.

PREVENT SLIPPING ACCIDENTS

on Stairs and Other Walkways

- Feralun
- Alunalun
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Abrasive Metal Treads
For New and Worn Steps
Abrasive Metal Treads Are Fireproof

Durability Proven in Severest Service
Originators and Developers for 22 Years

Illustrated Leaflets and Samples on Request

American Abrasive Metals Co.
Irvington, New Jersey

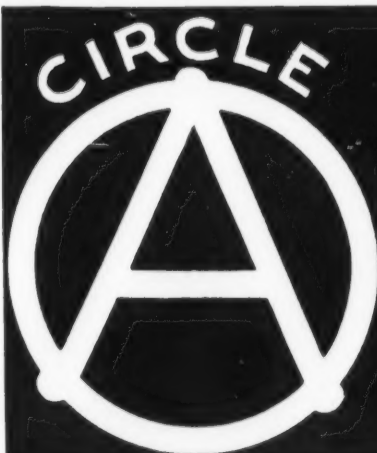
Adjust Them—Lock Them—Forget Them

KNOWLES NU-NOTCH MUSHROOM VENTILATORS cannot be tampered with—That's important in School Ventilating Systems.

The new, special-locking key supplied with each installation successfully prevents all meddling or rattling of mushroom heads.

10 recessed notches for absolute air control. Use them for up-draft or down-draft ventilation in School Auditoriums, theatres or public buildings, where the seats are fixed.

KNOWLES MUSHROOM VENTILATOR CO.
41 North Moore Street NEW YORK, N. Y.



School Wardrobes • Sectional Partitions • Rolling Partitions • Folding Partitions • Grandstands—Bleachers of Wood or Steel • Portable or Permanent Sectional School Buildings

For more than a decade—manufacturing suppliers to schools throughout the country.

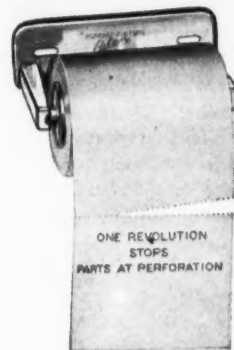
Write for detailed information on any of the products listed above.

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FOR ECONOMY'S SAKE

Palmer Paper Fixtures

—assure economical, waste eliminating service with standard roll paper. Delivery is *regulated*—preventing waste or extravagance, eliminating litter of loose sheets or unsightly streamers. Theftproof. Self locking. Paper roll cannot be removed until paper is consumed. Palmer Fixtures pay for themselves by saving paper—then continue to save for years. In use in thousands of schools throughout America.



Palmer Products, Inc.

1400 Arcadian Avenue
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USE PALMER ECONOMICAL SOAP DISPENSERS

• KNAPP ANNOUNCES:— LOXIT

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WOOD FLOORS

A simple, economical way to lay standard tongue and groove WOOD FLOORS without nails, wood sleepers or mastic. Employs special metal channels instead of wood sleepers and a cleverly designed metal clip instead of nails. Costs no more!

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Knapp Bros. Mfg. Co.
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A SAFE PLAY AREA for Children!

Sturdy Stewart Fences of Iron or Chain Link Wire have been the means of protection to school children for 48 years—and today Stewart is recognized as "the world's greatest Fence Builders." Where there is a Stewart Fence, human traffic is controlled and orderly.

Write for the new Stewart catalog and the address of your local sales and erection office.

The STEWART IRON WORKS CO., Inc.
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✓CHECK INTO THIS to save on floor upkeep

DON'T have your floors prepared for another year of hard wear by simply using the same old floor finishing material. This matter is important and expensive enough to be given careful consideration. Make certain you are getting the best floor protection available—and the most for your money. Bruce Floor Finish is a product of the world's largest maker of hardwood floorings. It is considered the best all-purpose penetrating seal for floors subject to heavy traffic.

E. L. BRUCE CO.
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Yes, I want to check our present system of floor maintenance. Send Bruce Floor Finish sample and complete information.

Name.....
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✓FREE

Fill in and mail this coupon today. It may save hundreds of dollars on your budget.

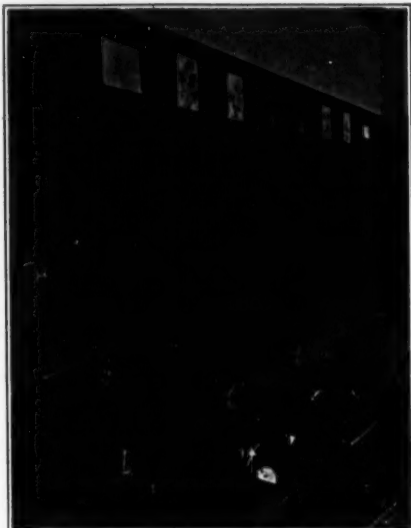
Open or Close — — in ONE Second

Prose-Maco School Wardrobes provide safe, economical, convenient garment storage. Multiple operation of doors enables practically instantaneous opening and closing. Classes are assembled or dismissed quietly and quickly, under full control of teacher. Send for free catalog today. Insist on Prose-Maco Wardrobes in new school projects.



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SCHOOLKRAFT
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SUCCESSOR TO
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RED DOT No. 29
Die cast case. Cadmium
lacquer or chrome finish.
Handsome appearance.

For School Use These Two Locks Are The BEST You Can GET!

THE products of over forty-five years of experience in the keyless lock field, our new No. 29 and No. 29S give the school everything to be desired in keyless locks. Pick-proof, dependable, strong, guaranteed and in a wide range of combinations, they are specially designed for student use. We know the lock problems confronting schools and colleges and have built these locks to specially meet these requirements. Write for sample. Convince yourself of the superiority of a MILLER RED DOT and order a supply immediately. We invite inquiries. Tell us your lock problems.

No. 29S—Same lock as No. 29 in steel case. Cadmium finish. Automatic locking an important feature.

The J. B. Miller Keyless Lock Co.

200 LOCK ST. Established 1889 KENT, OHIO



Detroit, Michigan, has just ordered 2300 more of these desks, which will make 48,124 Columbia Movable Desks in their public schools.

Send for illustrated circular.

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FURNITURE CO.**

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INDIANAPOLIS, IND.

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Including such outstanding products as PERMAROC and DUROPLATE BLACKBOARDS, DANN'S NOISELESS ERASERS. NEW CENTURY OF PROGRESS DESKS, INVINCIBLE DESKS, FRONTS AND REARS.

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Producers of Halftone and Line Engravings in one or more colors . . . Benday color plates . . . Two, three and four color process plates.

We are especially prepared to handle school annuals and magazines, assisting you in preliminary sketch drawings through the general format and making up of illustrations to the completed book.

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Velour Curtains—Draperies, Scenery and Rigging Equipment of the Highest Quality.

Service and Installation by
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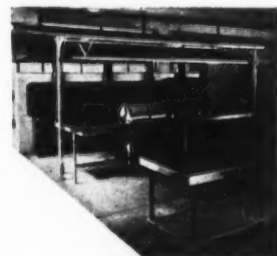
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Hundreds of Schools and
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National School Desks Have Proven Their Worth



National Desks are designed and constructed with the health of the child in mind. The durability of the desks and seats, and the adaptability of the desks to proper room layout and seating arrangements are also carefully and scientifically considered and included. Write us for complete seating catalogue.

**NATIONAL
SCHOOL EQUIPMENT COMPANY**
Port Washington, Wisconsin



Better Folding Chairs...

for Auditorium
and
Classroom

22 styles to
choose from

Write for folder
and Prices



The "PRESS-TOE LOCK"
TAB-L-ARM

LOUIS RASTETTER & SONS CO., Ft. Wayne, Ind.

QUIZ FOR SCHOOLMASTERS

Q. Why are INKWELLS like BABIES?

A. It isn't the first cost—it's the upkeep.

- and without meaning to be rude, may we say that you have something to learn about upkeep—i.e., replacement cost—if you haven't

tried the Sengbusch? Write for free sample and one-room trial offer.

**Sengbusch
SCHOOL INKWELLS**



No. 49
Rests flush with desk top



No. 48
Has flange. Sizes to fit present holes in your desks

Sengbusch Self-Closing
Inkstand Company,
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Milwaukee, Wis.

Send free sample
☐ No. 48 ☐ No. 49

Name

School

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Velvastone

Black-board
COMBINES
ECONOMY with QUALITY

Velvastone has the same time-tested, velvety surface as Genuine Old Reliable Hyloplate Blackboard. Its base is a specially processed Gypsum-Core Board. These features insure economical and efficient performance for many years.

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Velvastone has the same time-tested, velvety surface as Genuine Old Reliable Hyloplate Blackboard. Its base is a specially processed Gypsum-Core Board. These features insure economical and efficient performance for many years.

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WEBER COSTELLO CO.
MANUFACTURERS - CHICAGO HEIGHTS, ILL.

THE PRINCIPALSHIP—ITS IMPLICATIONS AS A POSITION OF LEADERSHIP

(Concluded from Page 38)

ers to greater joy in their work and to efforts at constant improvement. It is that power of personality which by example and guidance inspires every pupil in the system. These sentences describe the functions of leadership. The actual nature of the ability does not yield itself easily to description, but certain characteristics can be definitely mentioned.

First, the educational leader must have a noticeable degree of originality, initiative, and decisiveness in his personality. He should respect precedents, but should realize that his chief responsibilities are solving present problems and pointing out the ways of future action.

Second, his general training should be broad enough and inclusive enough to make him truly tolerant and genuinely sympathetic. This should include the power of appreciation of the finer things in life so that he can enjoy his leisure time in regular play or in the presence of esthetic presentations.

Third, he should be an expert technician in the field of education. He should demonstrate his skill in the classroom and office and should be able to handle effectively the problems involving the most scientific materials and equipment used in educational work.

Fourth, his power of expression should be developed to the point that his thoughts can be conveyed to others effectively and pleasingly.

Fifth, he should have such control of himself that neither selfishness nor prejudice will influence his decisions in personal matters, but that such decisions shall be marked by the presence of patience, tolerance, and a fair consideration of facts.

Sixth, he must have the power to dream—to see possibilities of the future in the limita-

tions of the present. He must be able to study his dreams carefully, and if they are good he must be fearless, yet tactful, in fulfilling them.

Seventh, he must appreciate the responsibilities of leadership. His place in life changes when he takes charge. He is a model. He succeeds through the success of others. He makes progress as those with whom he works grow; he is no longer a competitor with them for individual honor. The latter part of Goldsmith's summary applies to all who would be educational leaders:

Thus to relieve the wretched was his pride,
And e'en his failings leaned to Virtue's side;
But in his duty prompt at every call,
He watched and wept, he prayed and felt for all,
And, as a bird each fond endearment tries
To tempt its new-fledged offspring to the skies,
He tried each art, reproved each dull delay,
Allured to brighter worlds, and led the way.

USED-BOOK SALES

(Concluded from Page 39)

collecting for books used by her pupils. While she was not expected to lose money, she was nevertheless answerable for accurate accounts, and a report was required of cases in which she was unable to collect.

Thus, it was ordered that the receipts (scrip) be circulated as cash and each teacher instructed to accept them as such on all school accounts. Figure 1 represents a copy of the "school currency" which had been devised. Similar forms were filled out by the bookstore when books offered for sale were brought in. The stub was retained by the office as a record in case the circulating slip was lost or misplaced. The time necessary for appraising the books and issuing the scrip was small. The used books were resold at the bookstore.

In order to make clear the working of the plan let us follow a case: On September 15, Johnny Jones brings to the school office his last year's books. As all are current and will be in demand, he is allowed \$4.82 for them. He is given the (scrip) receipt and the stub properly filled in is put into a file where it will be used for account-

No. 101	No. 101	September 15, 1933
Sept. 15, 1933	SCHOOL SCRIP	
Amount \$4.82	Four and 82/100 Dollars	
Issued to Johnny Jones	in trade, and may be applied on the purchase of books or school supplies.	
For Geography, Literature, History, Arithmetic	Transferable, but must be endorsed	
	Issued to Johnny Jones	
	For Geography, Literature, History, Arithmetic	For the School
		E.V.L.

FIG. 1. AN EXAMPLE OF THE USE OF SCHOOL SCRIP

ing purposes, or in case Johnny loses the scrip. The procedure is illustrated in Figure 1.

Meanwhile, Johnny has bought books to the amount of \$7.15 from Miss Brown, his new home-room teacher. She has charged these books to him and is, in turn, charged for them by the bookstore office. On December 1 he decides to settle his schoolbook account and gives her the scrip worth \$4.82 and \$2.33 in cash. She marks his account paid and sends the scrip and cash to the office where it is credited. The office bookkeeping is simple as accounts are kept only for teachers.

In the school office Miss Brown has been charged with the number of books requisitioned at the beginning of the school year and she receives credit for the scrip and cash turned in. At the close of the year, each teacher's account is balanced, her uncollectable accounts being assumed by the office. Figure 2 shows the credit ledger.

Miss Brown				
Elementary algebra	(3) @ \$1.			3 00
Junior literature	(4) @ 1.27			5 08
Essentials of English	(2) @ .85			1 66
McCall's spelling Bk. II	(7) @ .41			2 87
Elementary Latin	(5) @ 1.16			5 80
American history	(6) @ 1.58			9 48
Correlated writing	(10) @ .16			1 60
				25 97
Nov. 15, By cash		5		
Dec. 1, By school scrip		4 82		
Jan. 5, By cash		10		
May 10, By uncollectible accounts		6 15		
				25 97

FIG. 2. A LEDGER PAGE SHOWING A TEACHER'S BOOK ACCOUNT

After the Meeting

Angels Could Be No More!

A correspondent of the New York Sun provides the following list of qualities demanded by a New England school committee in its teachers:

The teacher must be alert, approachable, clean, dignified, kind, optimistic, morally pure, operative, courageous, courteous, dependable, fair, faithful, generous, happy, honest, idealistic, impartial, just, loyal, modest, neat, open-minded, patient, patriotic, poised, positive, progressive, reverent, sensitive to humor, and serene.

As opposed to these qualities, many parents in the town described the teachers as stupid, offish, dirty, undignified, unkind, pessimistic, immoral, inefficient, cowardly, unmannerly, irresponsible, unfair, unfaithful to obligations, selfish, melancholy, dishonest, destitute of ideals, playing favorites, unjust, disloyal, immodest, untidy, old foggy, impatient, unpatriotic, flighty, vague, unprogressive, irreverent, without a sense of humor, and easily upset.

Their I.Q.'s

Dr. Alfred E. Stearns, of Phillips Andover Academy, in a recent lecture told a story to illustrate the misuse of the certain recent educational devices.

The headmaster of a New England school, he said, read aloud to his teaching staff the I.Q. ratings of the students. With his first eleven the teachers agreed, but with the twelfth there was strong dissent.

"Pardon me," said the headmaster. "I have made a mistake. I have been reading the locker numbers of these boys."

Needed It

Student to Storekeeper: "I want to buy a pencil."

Storekeeper: "Hard or soft?"

Student: "Hard; it's for a stiff exam!"

Experienced

Teacher (after the lesson on physical force): "Now, boys, can any of you tell me what force it is that moves people along the street?"

Brilliant Pupil: "Please, sir, the police force."—*Scholastic.*

The Three R's

Old-fashioned: "What is meant by the three R's?"

New-fashioned: "The three R's run all through life. At 25 it's romance, at 45 it's rent, and at 65 it's rheumatism."

Did She Do It?

"Dear teacher," wrote little Bobby's mother, "kindly excuse Bobby's absence from school yesterday afternoon as he fell in the river. By doing the same you will greatly oblige."

Complimentary

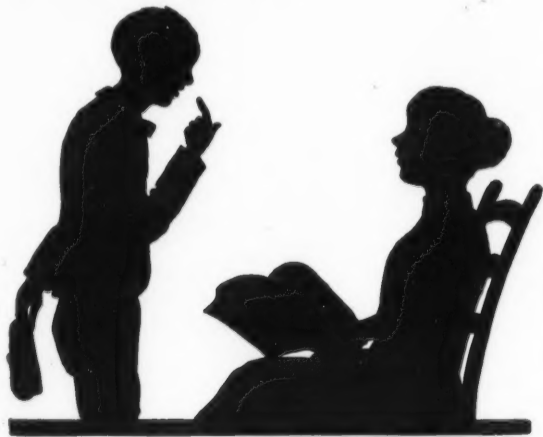
A very thin teacher met a very fat one in the corridor. "From the look of you," said the latter, "there might have been a famine."

"Yes," was the reply; "and from the look of you, you might have caused it."

Family Cooperation

Professor: Why aren't you taking notes in my course?

Freshie: My father took this same course and I have his notes.—*Exchange.*



Had Just One

Teacher, fixing little Bertie with a stern look: "You're a naughty boy. You've been fighting again."

"Couldn't help it this time, Teacher," replied the boy.

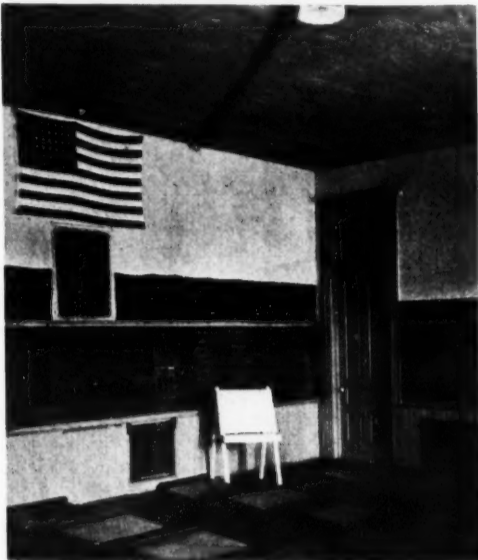
"But didn't yesterday's lesson teach you that when you are struck on one cheek, you ought to turn the other to the striker?"

"Yes," agreed Bertie; "but he hit me on the nose, and I've only got one nose."

Buyers' News

TRADE NEWS

Nu-Wood Tile and Plank Add to Life of School Building. The school officials of Claremont, Minn., were faced with the problem of building a new school, or improving the existing building. The old building was noisy, the walls and ceilings were patched, and it was difficult for students to hear the teachers.

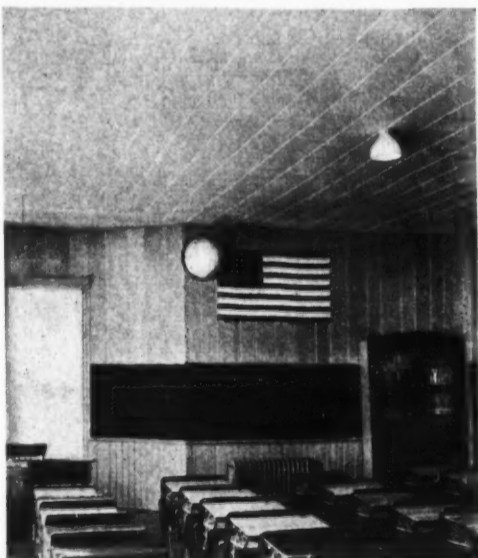


BEFORE

The patched, cracked, unsightly walls of this classroom were made bright, sanitary, and attractive with Nu-wood.

The school officials decided to try out the application of Nu-wood Tile and Plank as a solution to the problem. One of the classrooms was redecorated with Nu-wood bevel-lap tile on the ceiling, and Nu-wood bevel-lap plank on the side walls. The room so treated proved satisfactory and the balance of the building was treated in the same manner.

Nu-wood Tile and Plank is made of wood fiber, in variegated colors ranging from light tan to rich wood brown and is manufactured by the Wood Conversion Company, of St. Paul, Minn. It is available in a variety



AFTER

This attractive room has walls and ceiling of Nu-wood—a fire-safe, decorative, and sound-absorbing material.

of forms, including tile, plank, wainscot, and moldings, and may be used effectively to treat any interior. It is available in a variety of sizes and shapes, affording an unlimited range of patterns to suit structural uses.

Complete information and prices may be obtained by any school official, or architect, upon request.

Pentra-Seal, a New Floor Finish. The American Floor Surfacing Machine Company, Toledo, Ohio, has announced the marketing of Pentra-seal, a new finish for floors of wood, terrazzo, cement, cork, and linoleum. Pentra-seal is especially desirable for school use because of its beauty, ease of maintenance, durability, and waterproof quality. While it can be used on floors of any kind, it is especially fine on maple and linoleum floors which are submitted to hard wear. Pentra-sealed floors will last for years. They can be easily renovated when necessary simply by applying another coat to worn places. The finish dries overnight.

Pentra-seal comes in natural and a variety of colors, and saves its cost many times over. Complete information will be sent to any school official upon request.

MARKET PLACE SECTION

FREE SAMPLE!

Babb's BAKELITE INKWELL No. 9

Non-Corrosive Bakelite Top — practically unbreakable — OUTLASTS the old out-moded type of inkwell top, yet — COSTS NO MORE!

Write today for a sample and see for yourself WHY more and more school executives are now saying "BAKELITE TOPS and nothing but, for our standard 2-thread inkwell glasses."



Edward E. Babb & Co., Inc.

910 Commonwealth Ave.

Est. 1885

Boston, Mass.

DUDFIELD'S

Dustless Crayon Trough and Blackboard Trim

A neat substantial metal trim for blackboards, with a chalk trough that takes care of the dust, and an eraser cleaner for cleaning the erasers.

DUDFIELD MFG. CO.

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FOR BETTER STAGE EQUIPMENT

BECK STUDIOS

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Complete Stage Equipment

DRAPERIES - SCENERY - RIGGING

76 YEARS OF SERVICE

COMPLETE STAGE EQUIPMENT and DRAPERIES

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Scenic Studios
TIFFIN, OHIO
TRADE MARK

CATALOGUE UPON REQUEST

They faded boards Same board after cause unnecessary finish is renewed Eye strain with Slatex

SLATEX refinishes your Blackboards for approx. 75c per Room. Write for folder

CARBON SOLVENTS Labs., 565 Broad St., Newark, N. J.

It's new and different GRAMMAR IN MINIATURE

By Fred G. Fox, Ph.D.

An interesting, accurate, and effective guide to the development of technique in correct grammar usage. 20 cents

BRUCE—Milwaukee

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We Register Only Reliable Candidates

Services Free to School Officials

Member National Association of Teachers' Agencies

TRADE NEWS

Mr. Lewis Joins Link-Belt Company. Mr. I. W. Lewis, formerly with the Riddell Stoker Company, has the Link-Belt Company, manufacturers of the Link-Belt recently become manager of the eastern division of Belt underfeed screw-type stoker. Mr. Lewis will make his headquarters at the Philadelphia plant of the firm at 2045 West Hunting Park Avenue.

Mr. Lewis has had considerable experience in the stoker business, particularly in the eastern territory, and has been successful in designing a satisfactory burning head for eastern coal. This type of burning head eliminates the use of dead plates in the firebox and is now standard equipment on all Link-Belt stokers.

Sturtevant Cleaning System. The B. F. Sturtevant Company, of Hyde Park, Boston, Mass., has issued a technical bulletin, containing eighteen pages devoted to a description and illustrations of the new Sturtevant Central Vacuum-Cleaning System.

The Sturtevant Company argues the superiority of the system, because it meets the four important requirements for a vacuum-cleaning system—speed, economy, thoroughness, and removal of dirt to a central collecting point. It consists of a vacuum producer, together with a dust separator, both located in the basement and connected to a piping system which runs through the building. Outlets are so located that any part of the building can be reached by an operator with 50 feet of hose connected to these outlets, and the necessary cleaning tools.

The cleaning principle is based on the combination of a large volume, low vacuum produced by an exhauster in the basement, maintaining a fixed vacuum with controlled velocity of air through the tools and the piping system.

Complete information and prices may be obtained by any school official, or architect, upon request.

New F Microscope for High Schools. The Bausch & Lomb Optical Company, Rochester, N. Y., has just announced its new F microscope for high-school use.

The F microscope has been devised in response to a demand from high schools of the country for a low-priced quality instrument. A number of radical improvements have been introduced to modernize the design. The lenses are set in threaded brass cells; the main tube is arranged with a cloth lining in which the draw tube is fitted; the plane and concave mirrors are of large size, adjustable on the mirror bar. The F microscope has many advantages and its new low cost, simple yet precise construction, and greater objective power have won popular approval.

Complete information and prices are available upon request.

National Schoolmart. Problems touching taxpayers and parents will form the major part of the agenda of National Schoolmart and National Schoolview, to be held in New York City next August, under the auspices of the National Association of Public-School Business Officials, it was made known May 18 by Joseph Miller, Jr., president of the association and secretary of the New York City board of education, who formally announced for the first time the detailed aims and purposes of the exposition.

"The Schoolmart Exposition," Mr. Miller said, "will assemble examples of every type of equipment in use today in the modern American public school, while the Schoolview sessions will allow educational administrators to participate in a program of lectures on 'those problems of finance and cost which are always cropping up in the nation's newspapers relative to public schools.'"

Among such problems which will be considered, Mr. Miller said, are "sources and protection of school funds"; "selection, purchase, storage, and distribution of public school supplies"; "economic and efficient maintenance of the school plant"; "modern problems in the construction of school buildings"; "sound system for handling students' funds in the high schools"; "financing the public-school building of the future"; "economic equipment for visual education"; "modern inventions, new materials, and industrial improvements that will add efficiency and economy for the school of tomorrow"; "causes and prevention of accidents in the schools"; "the need for a national testing laboratory for school materials, equipment, and supplies"; "efficiency and safety in the transportation of school children," and "modern business methods in economic school administration."

"National Schoolmart and National Schoolview will not only answer every objection raised to public expenditure of public money for public-school education, but will throw American taxpayers and parents wholeheartedly behind the movement to preserve and extend our existing systems, which are now on the verge of disintegration and demoralization due to scrapped budgets and dismissal of teachers."

FIFTIETH ANNIVERSARY OF AMERICAN PENMAN

The fiftieth anniversary of *The American Penman*, publication of the A. N. Palmer Company, was observed in April. *The American Penman* was established in April, 1884, by Austin N. Palmer, author of the Palmer Method of Business Writing, and was under

his continuous editorship for 43 years. The publication helped to develop in the minds of educators an appreciation of the importance of writing instruction in elementary schools.

OPEN NEW OFFICES

The architectural firm of Childs & Smith, Chicago, Ill., has announced the opening of new offices at 430 North Michigan Avenue, directly across from the Tribune Tower.

SCHOOL-BOND SALES

During the month of April, bonds for permanent school improvements in the amount of \$7,471,000 were sold. The largest sales were in the states of California, \$1,037,810; New York, \$2,964,450; Pennsylvania, \$1,706,500; North Dakota, \$308,680.

During the month, refunding bonds were issued in the amount of \$2,934,701. Short-term bonds and miscellaneous bonds in the amount of \$1,004,000 were also issued.

The total for the month amounted to \$11,409,701.

CLEARING HOUSE FOR SCHOOL LEGISLATION

The legislative commission of the National Education Association has established a state school legislative reference service to provide a clearing house of information on the major aspects of school legislation. This service will be conducted by the Research Division and financed out of funds provided by the National Education Association. The service will involve the collection of information on the trends and current status of school legislation in the 48 states relating to such topics as finance, instruction, buildings and equipment, school districts, pupils, teachers, schools and classes, school organization, and commissions and surveys.

The service, which will be maintained at the National headquarters in Washington, will have access to the law division and legislative reference service of the Library of Congress, the various research and information service of the U. S. Office of Education, and the research division of the National Education Association.

KANSAS JANITOR-ENGINEER SCHOOLS

The annual janitor-engineer schools for janitors in the State of Kansas will be held at Wichita from June 4 to 8, and at Topeka from June 11 to 15, under the direction of the Kansas State Board of Vocational Education. The schedule calls for sessions five days a week, with classes morning, afternoon, and evening.

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REDUCE

Cleaning Expense

THE amount of efficient cleaning per dollar and not the number of pounds per dollar determines the value of a cleaning powder. Maintenance cleaning materials are bought by the pound, but used by volume. So it does not follow that the best way to reduce cleaning expense is to buy the cheaper cleaning materials. Wyandotte Detergent positively proves its ability to give you lower cleaning costs.

Wyandotte is *all* cleaner. Every particle of it actually exerts cleaning effort. Wyandotte goes further than other cleaners because it is a lighter, fluffier powder. And Wyandotte produces thoroughly clean, sanitary surfaces.

Your jobber can supply you with Wyandotte in barrels or kegs. For further information write



Wyandotte
Detergent

THE J. B. FORD COMPANY
WYANDOTTE MICHIGAN

Can't Mar the Floor!

CAN'T SLIP!

If the surface is protected with GLOSS SEAL

There's nothing like *Finnell Gloss Seal No. 1* for treating a gymnasium floor. It provides a very tough surface, capable of standing hardest wear, yet extremely flexible. Without the brittleness of an ordinary paint or varnish, without the slipperiness of a wax, it is the ideal floor treatment for schools.

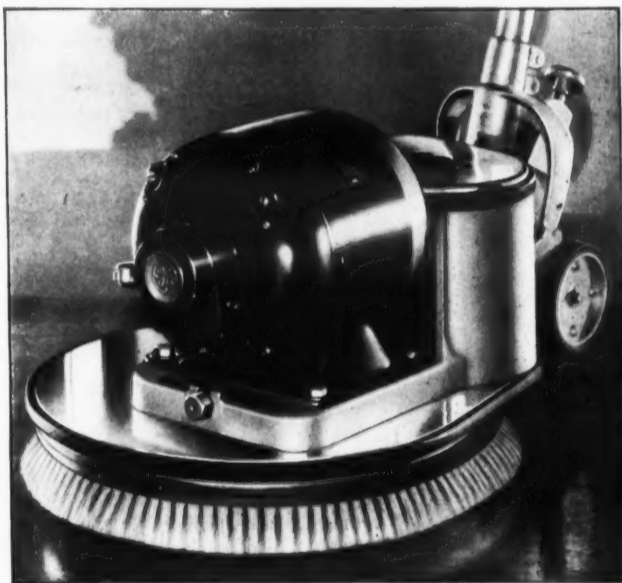
Finnell Gloss Seal No. 1 will not darken . . . it preserves the light color of the natural wood. Rubber soled shoes will not mark it or burn it. It is easily cleaned. Acids and harsh soaps will not deteriorate the surface of a Gloss Sealed floor.

For wood floors which are not subject to unusual wear there is also *Finnell Gloss Seal No. 2*, a less expensive but highly serviceable surface sealer.

FINNELL

Floor Maintenance PRODUCTS . .

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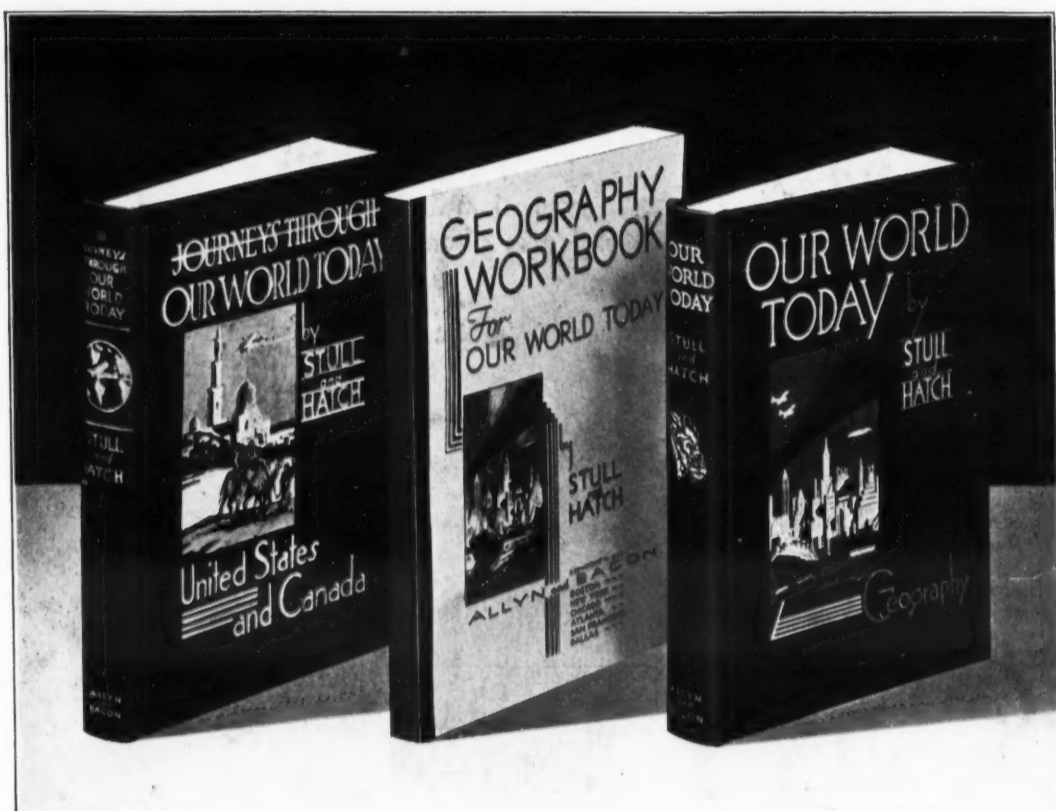
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